

**Quality Counts**

**Indiana Charter School Program Grant**

**REQUEST FOR PROPOSAL 84.282A**

**2017-2018**

**Final Approved Version**

**Final Due Date: January 31, 2018 4:30 p.m. EST**

Technical Assistance Opportunities

**Introductory Webinar:**

Available by November 13, 2017 at  
<https://www.doe.in.gov/grants/charter-school-program>

**Submit application and budget at:**  
<https://form.jotform.com/73124027451952>

**Charter School Program Grant (Tentative)  
Session:**

November 17, 2017 (Indianapolis)

November 30, 2017 (Northwest Indiana)

December 6, 2017 (Indianapolis) for  
Traditional LEAs

December 14-15, 2017 (Indianapolis) for  
individual bidder's conference sessions



DEPARTMENT OF EDUCATION

**Dr. Jennifer McCormick**  
Superintendent of Public Instruction

*Working Together for Student Success*

<b>Federal Program Title:</b>	Expanding Opportunities through Quality Charter Schools Program (CSP) to State Entities
<b>Federal Agency:</b>	U.S. Department of Education
<b>State Agency:</b>	Indiana Department of Education
<b>CFDA Number:</b>	84.282A
<b>Award Name:</b>	Quality Counts FY 18
<b>Award Number:</b>	<i>U282A170017</i>

## Important Dates

**October 31, 2017:** Application to serve as peer reviewer due

**November 16, 2017:** Quarterly charter school authorizer collaboration meeting

**January 31, 2018 4:30 p.m. EST:** Proposal due date

**February 1, 2018:** Start of peer review period

**March 1, 2018:** Notification of initial awards; project period start date for CSP applicants

**February, 2018:** Quarterly charter school authorizer collaboration meeting

**March 24, 2018:** Interim financial report and performance report due\*\*

**April, 2018:** Quarterly charter school authorizer collaboration meeting

**July 1, 2018:** Notification of continuation awards; release of request for CSP proposals

\*\*Note, in future years, sub grantees will have a full year to conduct activities prior to reporting on progress. However, this year, the IDOE will need to report to USED on an earlier timeline (by 4/2/18).

## Purpose of the Grant

Quality Counts emphasizes the opening, expansion, or replication of high-quality charter schools to ensure all students, particularly those from underserved populations, have the opportunity to meet Indiana's challenging academic standards. The funding shall be used to provide financial assistance for planning, program design, initial implementation, expansion, or replication of high-quality public charter schools. The federal funding will be utilized to evaluate the impact of charter schools on student achievement, including the use of state-level and local-level funding. Activities will facilitate the sharing of best practices between traditional public schools and charter schools. The IDOE will support these efforts through extensive technical assistance opportunities, including the strengthening of the charter school authorizing process.

## Eligible Applicants

Indiana state law governs charter schools and charter school authorizers. According to IC 20-24-2-1, a charter school may be established to provide innovative and autonomous programs that serve the different learning styles and needs of public school students, offer appropriate and innovative choices, provide varied opportunities for educators, allow for freedom and flexibility in exchange for exceptional levels of accountability, and provide the community with an expanded opportunity for involvement in the public school system.

Proposals may be submitted to enable applicants to open, expand, or replicate high-quality public charter schools. Prospective applicants shall utilize the definitions below to determine whether the entity is eligible to apply:

**High-Quality:** Quality Counts emphasizes high-quality charter schools, which are demonstrated by

*New schools wishing to open*

- 1) Based upon the submitted plan

*Existing schools wishing to expand or replicate*

- 1) Accountability grade of A or B: Evidence of strong academic results, including strong student academic growth and performance on ISTEP (i.e. above state averages)
- 2) No significant issues in the areas of student safety, school finance, and operational management, or statutory or regulatory compliance (e.g. least restrictive environment, English learner services); Compliance with this standard will require no open corrective action plans with the IDOE
- 3) Meeting subgroups needs through success in significantly increasing student academic achievement, including graduation rates for all students served by the charter school and for each of the subgroups of students defined by section 1111(c)(2) of the ESEA (economically

disadvantaged, major racial and ethnic groups, students with disabilities, and students with limited English proficiency); Compliance with this standard will require the school to not be considered under targeted support & improvement, as defined by Indiana's ESSA plan

***Open and Prepare for the Operation of a New, High-Quality Charter School:*** A developer for a new charter school must have opened within the past three years (Fall 2015) or submitted a charter application and plan to open within 18 months.

***Replication of a High-Quality Charter School:*** Replicate means to open a new charter school, or a new campus of a high-quality charter school, based on the educational model of an existing high-quality charter school under an additional charter.

***Expansion of a High-Quality Charter School:*** Expand means to significantly increase enrollment (50% or more growth) or to add one or more grades to a high-quality charter school beyond the original charter.

***Early Childhood Programs:*** According to the [CSP Guidance on the Use of Funds to Support Preschool Education \(December 2014\)](#), CSP funds may only be used to support Indiana preschools in charter schools that also provide at least one elementary or secondary grade during the grant period. Charter schools that serve only preschool students may not be supported by CSP funds because preschool is not part of elementary education under Indiana law.

Early childhood education programs shall be considered high-quality, to be satisfied by participating in Indiana's [Paths to Quality \(PTQ\)](#) and achieving a level 3 or 4 on the childcare quality rating and improvement system. Research shows that high-quality early childhood programs prepare children for future success through a high-quality educational environment. The PTQ system assesses and works to improve the quality of care and education.

In order to meet the definition of a charter school under section 310(1) of the ESEA, the preschool or any other charter school shall not charge tuition for any students within the school. The school may charge reasonable curricular fees.

***Postsecondary:*** Secondary charter schools (e.g. high schools) who promote a focus on college and career readiness programs for their secondary students, such as dual credit, international baccalaureate, advanced placement, or career and technical education are eligible to apply, if the school meets the above definition of a high-quality charter school program.

## Availability of Funds

The maximum award to a subgrantee shall be a total of \$900,000 for no more than five years, of which no more than 18 months shall be for post-charter planning (prior to the school opening). The funds must be provided within a proposed budget and be considered reasonable and necessary in light of the goals and objectives of the proposed project. Any funds not considered reasonable and necessary will be removed from the final approved budget and the department shall reduce the total award accordingly.

The IDOE expects to award between 10 to 15 subgrantees each year, for at least two years but up to five years. An eligible applicant may use not more than 18 months for planning and program design and may not receive more than one subgrant under this program during the five-year project period.

A charter school that previously received CSP funds for the opening or replication of a high-quality charter school is not eligible to receive funds from this grant for the same or a substantially similar purpose. However, a charter school may be eligible to receive funds to expand beyond its original grades if the school is a high-quality charter school. A charter school may not have more than one subgrant at a time.

The project period for each subgrantee shall be at least two years but up to five years. After the conclusion of each year within the approved project period, the subgrantee shall submit all required documentation, including the annual performance report and financial expenditure report. Satisfactory progress toward meeting the goals and objectives stipulated within the grant will be required in order to renew the grant after each fiscal year.

Actual award amounts are contingent upon the receipt of federal funding, availability of current funding levels, and the quality of the submitted grant, and the costs that are budgeted being reasonable, allowable, and allocable.

## Use of Funds

Allowable activities that may be supported by CSP funds shall include one or more of the following:

- 1) Preparing teachers, school leaders, and specialized instructional support personnel, including through paying costs associated with
  - a. Providing professional development; and
  - b. Hiring and compensating, during the eligible applicant's planning period (no more than 18 months) specified in the application for funds for one or more of the following
    - i. Teachers
    - ii. School leaders
    - iii. Specialized instructional support personnel, such as special education or English learner teachers
- 2) Acquiring supplies, training equipment including technology, and educational materials (including development of materials)
- 3) Carrying out necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs (excluding construction)
- 4) Providing one-time, startup costs associated with providing transportation to students to and from the charter school

5) Further guidance regarding the use of funds can be found in the [CSP Nonregulatory Guidance](#), specifically in sections D-2 through D-5 and the US Department of Education's ESSA Flexibility Frequently Asked Questions (FAQ) from December 2017.

In accordance with 2 CRF 200, all funds must be provided within a proposed budget and be considered reasonable and necessary in light of the goals and objectives of the proposed project. Justification of all costs provided within the budget narrative will serve in making all reasonable, allowable, and allocable decisions.

## Monitoring

The department will utilize a risk assessment to determine the depth and breadth of monitoring required for specific subgrantees. Subgrantees are expected to participate in all technical assistance, monitoring, and reporting elements as a condition of receiving the funds. Dependent upon the results of the risk assessment, subgrantees may participate in:

**Desktop Review:** Subgrantees shall submit documentation of progress toward meeting specific goals and objectives listed within the grant through the annual performance report. Additionally, personnel reports of staff funded through the grant and an annual financial expenditure report shall be submitted.

**Onsite Visit:** IDOE staff shall conduct an onsite visit to identify progress toward meeting specific goals and objectives listed within the grant and the annual performance report. IDOE staff will review educational programming through classroom observations, interviews with staff, and a review of policies and procedures. Additionally, IDOE staff shall audit financial records to ensure appropriate evidence of expenditures and record keeping.

Subgrantees that do not receive satisfactory reports and fail to address corrective actions shall be considered for non-renewal of further awards and may be subject to further sanctions.

## Requirements

Participating charter schools shall agree to comply with the same federal and state audit requirements as other elementary and secondary schools in the state. Schools shall meet all applicable federal, state, and local health and safety requirements while operating in accordance with Indiana state law. Each school shall have a written performance contract with the charter school authorizer that includes a description of how student performance will be measured on state assessments.

Each charter school project leader and board president shall sign further assurances stipulated within the grant in order to participate in the CSP project.

**Enrollment Policy:** Participating schools shall admit students on the basis of a lottery if more students apply for admission than can be accommodated. Children who are enrolled in the immediate prior grade shall be automatically enrolled in the following grade level. In addition to preference for students already enrolled in a charter school, Indiana Code 20-24-5-5<sup>6</sup> provides that a charter school may give

enrollment preference to children of the charter school's founders, governing body members, school employees, and preschool students who attended at least a Level 3 or 4 Paths to Quality preschool in the same charter school. No additional preferences may be provided for children outside of the descriptions above. In order to receive Quality Counts CSP funds, the preference in weighted criteria given to children of founders or employees must be limited to 10% of the charter school's total student population.

**Tuition and Fees:** Students shall be admitted at no-cost, including those enrolled in early childhood education or postsecondary education programs. Schools may charge reasonable curricular materials if the school participates in the textbook assistance program to ensure no barriers exist to enroll low-income children.

Under no circumstances may a family's ability to pay for curricular materials impact a student's enrollment or attendance in a charter school. Under Indiana Code 20-33-5-11, a charter school may not withhold curricular materials and supplies, require any special services from a child or deny the child any benefit or privilege because the parent fails to pay required fees.

## Technical Assistance

The important dates listed within the application are provided to ensure all potential applicants receive adequate technical assistance to submit a high-quality proposal. If further opportunities for technical assistance are needed, then the prospective applicant may email Beatriz Pacheco at [bpacheco@doe.in.gov](mailto:bpacheco@doe.in.gov) or Amreen Vora at [avora@doe.in.gov](mailto:avora@doe.in.gov) to set up an appointment.

## Submission Process

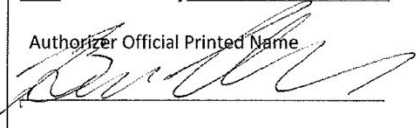
Email the full application and budget by the submission due date of January 31<sup>st</sup>, 2018 4:30 p.m. EST, through the on-line portal. A team of expert peer reviewers will utilize the peer review rubric to determine the successful applicants. Submission of a grant application does not guarantee funding, as the application is competitive. Once an application has been approved, then further documentation will be required to process the application, including evidence of tax clearance and registration with the Indiana Department of Administration.



Quality Counts:  
Indiana Charter School Program Grant Application  
2017-2018

**Applicant Entity: Paramount School of Excellence II**

Contact Person for Grant: <b>Tommy Reddicks</b>	Title: <b>Executive Director</b>
Total Grant Funds Requested: (Up to \$900,000): <b>\$900,000</b>	Total Project Period Months Requested (24-60 months): <b>36</b>
Application to: Open      Expand <u><b>X Replicate</b></u>	Expected Date School Will Open, Expand, or <u><b>Replicate: Fall 2018</b></u>
Charter Award Date (indicate if expected): <b>2017</b>	Charter Expiration Date: <b>2024</b>
Proposed Charter School Address: <b>To Be Determined</b>	
Applicant Address (if different than proposed address): <b>350 E Massachusetts Avenue; Suite 300, Indianapolis, IN 46204</b>	
Applicant Telephone: <b>317-519-4588</b>	Applicant Email: <a href="mailto:reddicks@paramountindy.org">reddicks@paramountindy.org</a>
<b>Fiscal Contact</b>	
Fiscal Manager: <b>Tommy Reddicks</b>	Title: <b>Executive Director</b>
Telephone: <b>317-519-4588</b>	Email: <a href="mailto:reddicks@paramountindy.org">reddicks@paramountindy.org</a>

Charter School Board Contact Information	
1. Board President: <b>Tom Rude</b>	2. Email: <b>board@paramountindy.org</b>
3. Board President Address: <b>3020 Nowland Ave Indianapolis, IN 46201</b>	
Authorizer Contact Information	
1. Authorizing Agency: <b>Indianapolis Mayor's Office of Education Innovation</b>	2. Authorizing agency contact person: <b>Brian Dickey</b>
3. Authorizing agency contact telephone: <b>317-327-7458</b>	4. Authorizing agency contact email: <b>Brian.Dickey@Indy.gov</b>
5. Authorizing agency address: <b>Indianapolis City County Building 35 N. Pennsylvania St. 25<sup>th</sup> Floor Indianapolis, IN 46204</b>	
<p><b>20 U.S.C. § 5203(d)(3)</b> requires all Charter School Program (CSP) grant applications must be provided to the charter school authorizer and the authorizer must verify that the CSP applicant charter school has notified them of application submission. The signature by the designated official from the charter school authorizer signifies that this requirement has been met.</p>	
<b>Brian Dickey</b> _____ Authorizer Official Printed Name  _____ Signature	<b>Interim Director</b> _____ Title  _____ Date

## Assurances

Each participating subgrant recipient does hereby agree to comply with the following assurances (mark each with an X):

  X   1. Subgrant funds will be expended during the specified grant period; standard accounting procedures will be utilized by subgrant recipients and records of all subgrant expenditures will be maintained in an accurate, thorough, and complete manner.

  X   2. Subgrant recipients confirm their understanding that funds for implementation activities will be awarded only if they are an open and operating school or have submitted an application to a charter school authorizer and plan to open within 18 months.

  X   3. Subgrant recipients will participate in all data reporting and evaluation activities as requested or required by the U.S. Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the Indiana Department of Education, annual, independent audits required by the state board of accounts that are publicly reported and include financial statements prepared with generally accepted accounting principles, annual reports, and a final expenditure report for the use of subgrant funds. This section includes participation in any federal or state funded charter school research or evaluations. Failure to submit required information may result in a withholding of grant funds or a non-renewal of subsequent year funding within the project period.

  X   4. Subgrant recipients will expend implementation funds only for the purpose of implementation activities in a charter school which is nonsectarian in its programs, admissions, policies, employment practices, and all other operations, and which will be in compliance with all Indiana laws and administrative rules regarding staff certification and licensure.

  X   5. Subgrant recipients will comply with all federal laws including, but not limited to, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Part B of the Individuals with Disabilities Education Act, and Uniform Grants Guidance (2 CFR § 200). This section requires each charter school to recruit, enroll, retain, and meet the needs of all enrolled students, including children with disabilities and English learners.

  X   6. Subgrant recipients will comply with all state and local laws and health and safety requirements applicable to Charter Schools, including but not limited to all laws related to student admissions and enrollment, non-discrimination, data reporting, compulsory student attendance, and accountability.

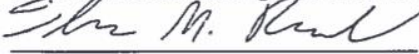
  X   7. Subgrant recipients will comply with all provisions of the Public Charter Schools Program of the U.S. Department of Education, including compliance with activities allowable for implementation funds. This section requires compliance with the [Nonregulatory Guidance for CSP funds](#).

\_X\_ 8. Subgrant recipients ensure that the Charter School will receive funds through programs administered by the U.S. Department of Education under which funds are allocated on a formulary basis.

X\_9. Subgrant recipients shall include important information on the website of the school to help parents and the community to make informed decisions about the education options available to their children, including information on the educational program, student support services, parent contract requirements (including any financial obligations or fees), and enrollment criteria. This section requires the school to provide annual performance and enrollment data for the student body and subgroups of students to the IDOE in order to display on its public database.

X\_\_ 10. It is the responsibility of each charter school that receives funds under this grant to comply with all required federal assurances. Any charter school that is deemed to be in noncompliance with federal or state statute and fails to address areas of noncompliance will not be funded. Funded schools will be expected to cooperate with the Indiana Department of Education in the development of certain reports to meet state and federal guidelines and requirements. Funded projects will be required to maintain appropriate fiscal and program records. Funded schools will be required to participate in desktop and on-site monitoring activities. If any findings of misuse of funds are discovered, project funds must be returned to the Indiana Department of Education. The IDOE may terminate a grant award upon thirty days' notice if it is deemed by the Indiana Department of Education that the school is not fulfilling the funded program as specified in the approved project or has not complied with the signed assurances.

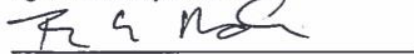
I have read the above and agree to all terms and assurances.



12/14/17

Signature of Project Contact

Date Signed



12/15/2017

Signature of Board President

Date Signed

Grade Levels to be Served		
Year (of Grant Implementation)	Grade Levels	Projected Student Enrollment
First Year <b>2018-19</b>	<b>Starting K-4</b>	<b>120</b>
Second Year <b>2019-2020</b>	<b>Existing K-4, Adding 5 &amp; 6</b>	<b>160</b>
Third Year <b>2020-2021</b>	<b>Existing K-6, Adding 7 &amp; 8</b>	<b>200</b>
Fourth Year		
Fifth Year		
Maximum		
<b>Student Demographics</b> <i>indicate if actual or expected percentage of total student population</i> Actual <u><b>X Expected</b></u>		
Free/Reduced Price Lunch: <b>88%</b>	Special Education: <b>20%</b>	English Learners: <b>12%</b>
Black: <b>65%</b>	Native Hawaiian or Other Pacific Islander:	Hispanic: <b>5%</b>
American Indian:	Multiracial: <b>5%</b>	Asian:
White: <b>25%</b>	Male: <b>50%</b>	Female: <b>50%</b>

Funding Requested		
	Month/Year to Month/Year	Funding Requested by Year
Planning (if applicable, prior to opening)	to * *Max 18 months	* *Max \$300,000 for planning year
Year 1 Implementation	June 30 to July 1	\$300,000
Year 2 Implementation	June 30 to July 1	\$300,000
Year 3 Implementation (if applicable)	June 30 to July 1	\$300,000
Year 4 Implementation (if applicable)	to * *May not extend beyond 9/30/22	
Year 5 (if applicable, do not utilize this row if utilizing the planning period)	to * *May not extend beyond 9/30/22	
Total (max 5 years, planning + implementation)		\$900,000* Max \$900,000

Charter School Program Areas Contacts	
Students with Disabilities:	Contact Name: <b>Tommy Reddicks</b> Email: <a href="mailto:treddicks@paramountindy.org">treddicks@paramountindy.org</a> Phone Number: <b>317-775-6660</b>
English Learners (including Title III):	Contact Name: <b>Irma Castro</b> Email: <a href="mailto:icastro@paramountindy.org">icastro@paramountindy.org</a> Phone Number: <b>317-775-6673</b>
Title I, Part A:	Contact Name: <b>Tommy Reddicks</b> Email: <a href="mailto:treddicks@paramountindy.org">treddicks@paramountindy.org</a> Phone Number: <b>317-775-6660</b>
Title II, Part A:	Contact Name: <b>Tommy Reddicks</b> Email: <a href="mailto:treddicks@paramountindy.org">treddicks@paramountindy.org</a> Phone Number: <b>317-775-6660</b>

Management Organization Information		
Will the school work with a charter or educational management organization? Yes <b><u>X No</u></b>		
If no, skip to the next page.		
If yes, name the management organization: Employer Identification Number (EIN):		
Is the management organization:	For Profit	Not for Profit
Employees of the school will be:	Employed by the school  Employed by the management organization	
Note about management organizations:  Charter School Program (CSP) grants are made to charter schools, not any other entity. Regardless of the charter school's relationship with a management organization, the charter school and board retain responsibility for the all aspects of the grant including, but not limited to application submission, budget decisions, and repayment of any misspent funds. Items purchased by the school with CSP funds are and remain the property of the school, not the management organization.  Grant applications and budgets may not include any management fees that the school incurs as part of the management contract but may pay for allowable activities carried out by the school or the management organization.		



If applicable, the full contract or agreement with the charter management organization (CMO) or educational management organization (EMO) must be included with this application to ensure it meets the definition of arm's length requirements. In order to be considered eligible, the school must demonstrate that the CMO or EMO has no involvement with the administration of the subgrant. The following factors will be considered:

- a) Whether the charter school's governing board is selected by, or includes members who are employees of the CMO or EMO;
- b) Whether the charter school has an independent attorney, accountant, and audit firm that works for the charter school and not for the CMO or EMO;
- c) Whether the contract between the charter school and the CMO or EMO was negotiated at "arms-length," clearly describes each party's rights and responsibilities, and specifics reasonable and feasible terms under which either party may terminate the contract (e.g., the charter does not lose the right to use the facilities)
- d) Whether the fee paid by the charter school to the CMO or EMO is reasonable for the type of management services provided; and
- e) Whether any other agreements (e.g., loans, leases, etc.) between the charter school and the CMO or EMO are fair and reasonable, documented appropriately, align with market rates, and include terms that will not change if the management contract is terminated.

As a general matter, subgrantees must avoid apparent and actual conflicts of interest when administering grants. For additional information on conflicts of interest, please see Section G of the federal [CSP Nonregulatory Guidance](#).

### Optional Elements: Competitive Preference Priorities (up to 3 additional points)

Applications that address early childhood programs, postsecondary education, or rural area locations will receive preference points when applications are scored.

Element	Addressed within Charter Application (cite page and paragraph/section # or mark N/A and address in next column or additional pages)	Additional Information (may attach additional pages if necessary, cite specific corresponding element number)  <b>Note: 2 page limit for optional elements if attaching additional pages.</b>
<p>CPP1: Provide an overview of the early childhood, postsecondary, or rural area model and the expected targets and outcomes targeted at these unique populations</p> <p>Indicate areas of focus</p> <p>Early Childhood Postsecondary Rural Areas</p>	N/A	None

## Required Elements

In order to streamline the application process and to ensure that the application does not duplicate efforts from the charter application to the charter school authorizer, the entity may state where the information regarding the below elements are already available within the charter application. However, if the eligible applicant needs to expand or more succinctly state the charter application in order to attend to all elements for the CSP grant application, then utilize the provided space within the application or attach additional pages.

Element	Addressed within Charter Application (cite page and paragraph/section # or mark N/A and address in next column or additional pages)	Additional Information (may attach additional pages if necessary, cite specific corresponding element number)  <b>Note: 30 page limit for required elements if attaching additional pages. Page limit does not include the budget.</b>
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1. Provide an overview of the project, including the **vision of the charter school** and expected outcomes aided by the CSP funds.

*Paramount School of Excellence II (PSOE II) is going to be the second K-8 school in the Paramount network. The educational philosophy of Paramount Schools of Excellence (PSOE) is to offer an unparalleled academic approach to educate every child. This is accomplished by developing a school model that embraces the fundamental, overt practice of cultivating the “depth of knowledge” of each student for each state academic standard. PSOE incorporates a hybrid instructional model that blends an effective teacher-modeled launch, efficient independent student work time, and higher-order thinking with real-world problem-solving extensions. PSOE has earned an “A” state accountability rating for three straight years.*

*PSOE II will be replicating this highly effective model. CSP funds will be used to ensure students are receiving high quality experiences and support by focusing on 3 main efforts:*

*1. Recruitment of Highly Qualified Teachers During the Teacher Shortage*

*2. Hiring Start Up Staff*

*3. Implementing the POSE Model with Fidelity*

1a) Describe the vision of the charter school.

Pg. 12

The mission of PSOE II is to inspire learning through an unparalleled academic approach, and to transform communities by changing lives.

<p>1b) Describe the particular need for the school within the specific community, and how the community will be informed about the charter school.</p>	<p>Pg. 12-14</p>	<p>Residents, educational leaders, and community members (with whom the school regularly interact) indicate a strong desire and need for PSOE II, providing choice for parents of school-age children and youth, and broadening the scope of what schools offer students, families and communities. Placing a charter school in a high need area of Indianapolis provides families a high-quality K-8 education. Due to high enrollment demand at Paramount School of Excellence I (PSOE I), school leadership acknowledges the need to serve more families on the city's eastside. PSOE I has an annual waiting list ranging from 300-500 students.</p> <p>Currently, PSOE I is the only charter school within the Near Eastside Community Organization (NESCO). The school serves as the first school of choice (pre-voucher) within the community. Within the NESCO parameters, eight other schools currently operate – six (6) Indianapolis Public Schools and two (2) private schools. On the Near Eastside of Indianapolis, there is a high need for quality school options. PSOE I has exceeded its predicted enrollment budget totals each year since 2012. Paramount has shown the ability to grow and sustain a high student population. For the past 5 years, PSOE I has exceeded OEI's beginning of year enrollment targets. In addition to this, PSOE I has built a new middle school wing to accommodate for grade matriculation.</p> <p>PSOE I historical retention rates were derived by cross referencing the students enrolled on the final day of a school year with their PSOE I enrollment status on a designated date (the 10<sup>th</sup> day of school). If they were enrolled on the final day of the school year, and still enrolled (and physically present) during the first two weeks of school, they were considered to be retained. In year 2012-2013, the PSOE I student retention rate was just over 70%. For the 2016-2017 school year, the retention rate grew to 84%. The data shows PSOE I's strong growth in overall student retention.</p>
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		<p>PSOE I and PSOE II will utilize multiple strategies for recruitment of students. This includes traditional media, school web site, and hosting community functions (Brookside Bash, TURN Festival, online publications, and social media).</p> <p>PSOE also works cooperatively with community partners, such as The Mind Trust, Community Health, and the Near Eastside Community Organization (NESCO) to effectively market the school.</p>
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<p>1c) Describe the curriculum framework to be used in the school, including the key instructional practices and the research base that guides curriculum development.</p>	<p>Pg. 19-22</p>	<p>The students who will attend PSOE II will follow Indiana Academic Standards, supplemented with the Core Knowledge and Pearson guidelines. The staff integrates a researched based curriculum, taught through the standards, to offer an academic program that allows each student to exit the school ready to begin a college preparatory high school.</p> <p><i>English and Language Arts:</i> K-8 students will demonstrate strong reading, writing, listening, spelling, speaking and presentation skills using multiple forms of expression, which are age and grade appropriate. Students will read and interpret poetry, fiction and non-fiction, sayings and phrases and selected literature. Reading fluency and comprehension will be demonstrated in all grade levels. Students in grade 4 and beyond will demonstrate proper grammar usage, study drama, identify specific speeches and give oral presentations, and learn foreign phrases commonly used in English (in addition to above standards). They will comprehend and critically interpret multiple forms of expression, including literature from various time periods, cultures and languages.</p> <p><i>Mathematics:</i> K-1 students will develop age and grade appropriate abilities to understand patterns and classification, understand numbers and number sense; money; computation; measurement; geometry. Grades 2-4 will develop age and grade appropriate abilities to understand number and number sense; fractions; money; computation; measurement; geometry. Grades 5 and up will develop age and grade appropriate numbers and number sense; ratio and percent; fractions and decimals; computation; measurement; geometry; probability and statistics; pre-algebra.</p> <p><i>Science:</i> K-8 students will demonstrate an understanding for age and grade appropriate scientific methods through observation and hands-on direct experience. Students will demonstrate an understanding of each of the realms of science: physical, life and earth science. K-8 students will demonstrate</p>
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		<p>how to view the world scientifically by asking questions about nature and to seek answers, collect things, count and measure things, make qualitative observations, organize collections and observations and discuss findings.</p> <p><i>Social Studies:</i> K-8 students will demonstrate an understanding for age and grade appropriate social studies content. Students will demonstrate how to connect real world happenings and concepts to those taught through Indiana Academic Social Studies Standards, such as economics, history, and geography.</p> <p><i>Character Education:</i> Character education is an area of focus for PSOE. It is evident that there are several ways to approach character education. Research of several programs led to selection of one program, which complements the school's design. This program, <i>Project Wisdom</i>, allows delivery of daily 30-second messages within announcements and provides powerful monthly themes that fit with a projects-based and integrated curriculum.</p> <p><i>Physical Education:</i> Physical education is provided for all classes. Classroom aides may be asked to assist the PE teacher on a rotating basis as needed. The classroom teacher will find this time an opportunity for planning or small group reading instruction in grades K, 1, and 2. Grades 3-8 may use the same arrangement if necessary. No student will be denied PE as a method of disciplining the student. PE instruction will be tailored to the student's level of proficiency. An emphasis will be placed on developing an awareness and appreciation of lifelong healthful activities. Health education will also be a part of the PE program. This portion of the curriculum will increase the students' awareness of healthful living habits. Intertwining the PE program with the academic program maximizes the instructional day and infuses small group instruction.</p>
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		<p><i>Music and Art:</i> The music and art teachers will follow Indiana Academic Standards and the Core Knowledge Curriculum in grades K-8. Art and music will be integrated, aligning with the scope and sequence of the core classroom teachers, to create a more meaningful learning experience.</p> <p><i>World Language:</i> The linguistic and cultural components of the language program help students better understand and learn their own language as well as languages of other people. One of the virtues of learning a second language is that it trains the brain and enhances the logical and reasoning powers of the mind. It promotes the skills of analysis, memory, and drawing inferences. The World Languages program aligns with the Indiana Academic Standards, developing proficiency and appreciation for languages other than English, and creates an appreciation for cultures other than their own. Developing in students' perspective as a global citizen is a critical part of the PSOE design.</p> <p><i>Urban Farm:</i> This discovery zone focuses on environmental sustainability. This area has an emphasis on food, wellness, composting, gardening, beekeeping, chickens, goats, cheese making, and animal husbandry. Its key features are</p> <ul style="list-style-type: none"> <li>• a 25-chicken coop,</li> <li>• a 7-goat dairy operation,</li> <li>• a 4-hive apiary,</li> <li>• a 10,000-square foot gardening space,</li> <li>• a greenhouse,</li> <li>• an outdoor classroom,</li> <li>• a 2200-gallon water collection system, and</li> <li>• an outdoor farmer's market.</li> </ul>
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<p>1d) Describe the specific ways in which the educational program will be innovative, unique, and enable all students, including students with disabilities and English learners, to meet or exceed Indiana’s challenging academic standards.</p>	<p>Pg. 21 &amp; 22</p>	<p>PSOE II will replicate the highly effective model already in place at PSOE I. One of the major goals of this project is to implement all aspects of this model, including the curriculum and student support services with fidelity. PSOE I has numerous supports in place to ensure the research based curriculum is differentiated with the upmost expertise for students with IEPs, LEPs, and students qualifying for Title I services.</p> <p><i>Curriculum:</i> PSOE II will assist those students who have not had the benefits of a home rich in literature or the opportunity to experience the world through multiple venues. Pearson and Core Knowledge bring these experiences to the classroom. The design of the school will allow the students to interact with the world through literature, mathematics, and technology within the auspices of the school building. Concurrently, it will allow teachers to use the world as an expansion of the classroom, constructing thematic and project-based activities as a platform to engage varied learning styles to expand, enrich, and validate what is happening in the classroom. The design will invite and encourage opportunities for school/business partnerships that will further the learning experiences of all students.</p> <p>Additionally, for those students who have had the opportunity to augment their cognitive world with experiences, the Pearson and Core Knowledge curriculum will create a setting for students to question their assumptions. As these two enhanced learning opportunities will occur in parallel, all students will have the opportunity to learn through the experiences and philosophical thought of others. The design builds on knowledge and allows students to explore learning and build from a foundation of skills – developing rigor and relevancy through real-world application of knowledge. All students will maximize potential, developing both knowledge and wisdom through the basic state</p>
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		<p>curriculum that is enriched by student interaction and community involvement as designed by the curriculum.</p> <p>Reading Street, EnVision Math, and Smekens Writing is also used across grade levels. Along with the regular curriculum, the HAT (High Achievement Track) program provides challenging coursework for gifted and talented students as identified through the schools' identification process. This ensures that a full spectrum of differentiation is being provided, especially for students that are twice exceptional. If a child has an area of disability, as well as an area of giftedness, both aspects of a student's cognitive development are fully addressed and nurtured.</p> <p>Reading Street, Core Knowledge, and EnVision Math all provide multiple points of entry for limited language learners and students with IEPs. In addition to the intentionality of the differentiation, all three products utilize online licenses for students, allowing them to spend time getting individualized remediation, and teachers to work with them individually or in small groups to further alleviate barriers to learning.</p> <p>PSOE II will use an integrated design, blurring the lines of typical blocks of time segmenting content areas. Instead, a cross-curricular model encourages students to touch and explore learning through a variety of approaches. For instance, a STEM lesson may lead out with a math standard and history often leads out with a language arts perspective (or vice-versa). Technology and online educational resources also expands learning and develops learners at PSOE as self-managers.</p> <p>To add an application approach to the math curriculum, PSOE has introduced</p>
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		<p>Math Congress in grades 3-5. In this process, a set of story problems are given and collectively solved in various student groups. The focus of Math Congress is to illustrate that there is more than one path to solve a problem. Math Congress also provides an opportunity to reinforce the core learning objectives, such as persistence, listening skills, acknowledging others' points of view, providing clear explanations of answers, and modeling problem solving behaviors. These objectives serve to promote both basic and more complex metacognitive skills. Math Congress has been successful in grades three through eight; leading to plans to expand the practice to K-2 grades.</p> <p>The Core Knowledge Sequence is implemented through innovative technology and effective instructional practices as a hybrid design for delivery. The foundation of PSOE's hybrid design incorporates technologies, such as Apple iPads, Apple TVs, and computerized student workstations with the irreplaceable 'human factor' of teacher interaction.</p>
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<p>1e) Describe how the school will developed 21<sup>st</sup> century skills or prepare students to be college and career ready in future postsecondary and workplace environments.</p>	<p>Pg. 15-16, 21-22, 26, &amp; 41</p>	<p>PSOE II will focus on readying each child for success in top post secondary institutions; embracing and promoting a path of college bound students throughout our school's community. At the primary level, emphasis will focus on readying students developmentally and as proficient readers by the end of grade one, as well as growing learners developmentally ready to maximize reading as a foundation for learning forward. In grades 3 and above, instruction will showcase technology as a global resource for enriching curriculum and exploring content, foreign language development, urban farming, and character development. These foci allow students to select paths for demonstrating and presenting their understanding of standards.</p> <p>PSOE II will enhance the Indiana Academic Standards with the Pearson and Core Knowledge curricula to create an overall program of study that includes the depth and breadth necessary to meet the needs of all students. Each lesson plan demonstrates Paramount's alignment to Indiana's Academic Standards.</p> <p>PSOE also enhances student's access to higher education by offering high quality foreign language instruction. Mastery of a second language provides the opportunity to attain higher education in the other countries or in the United States, where many colleges and universities require second language classes for admission.</p> <p>The staff integrates a researched based curriculum taught through the standards to offer an academic program that allows each student to exit the school ready to begin a college preparatory high school. Each grade level teams provides a "focus form" to the extended core team that indicates the College and Career Standards as well as other objectives that will be addressed in the upcoming week. The art, music, world language, and physical education</p>
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		<p>teachers then integrate this information into their lessons. Students then see how what they are learning in the classroom can be applied to other aspects of their lives. Additionally, PSOE provides professional development opportunities focused on reviewing and revising the current curriculum to reflect both Indiana Academic Standards and College and Career Readiness Standards.</p>
<p>1f) Describe how the school will sustain activities when CSP funds are no longer needed (use to inform your sustainability budget year)</p>	N/A	<p>PSOE II has deliberately chosen a slow growth model to ensure fiscal sustainability and responsibility. With very modest student enrollment projections, PSOE II breaks even in years 1 &amp; 2 and becomes cash flow positive beginning in year 3 without CSP funds. The addition of CSP funds will ensure that the highest level of quality is provided for PSOE II students. All requests for CSP funds have been based on necessary replication start up activities, rather than creating new infrastructures, technologies, or temporary positions that will need to be maintained outside of normal business and fiscal functions in future years. All positions funded by CSP funds for 1 year will be sustained and maintained by student enrollment and general fund dollars in future years.</p>

2. Provide an overview of the **expertise of the charter school developer(s)** to open, replicate, or expand the high-quality charter school.

*The school's executive director, Tommy Reddicks, has led the school from its inception and has played a role in four different successful charter school startups in both Colorado and Indiana. His undergraduate degree is from the University of Wyoming and his administrative degree is from the University of Phoenix. He guides the school's mission and vision, staffing, and budget process. He will continue to oversee the development of a second school. In 2017, Mr. Reddicks was named as a "Leader Reinventing Public Education" by The 74 <https://www.the74million.org/article/reinventing-americas-schools-tommy-reddicks-executive-director-paramount-schools-of-excellence/> In his third year at PSOE, Tommy hired Kyle Beauchamp as an Assistant Principal. Kyle has now had multiple years of experience in the PSOE system and is well-prepared to lead the start of an additional charter school as principal. He previously served as a lead teacher at Indianapolis Metropolitan High School. He holds an undergraduate degree from Central Michigan University and a master's degree from Indiana Wesleyan University. In 2016, Mr. Beauchamp was named a Mind Trust Innovation Fellow <http://www.themindtrust.org/person/tommy-reddicks-kyle-beauchamp/>*

<p>2a) Identify the key personnel involved in the development and describe their previous experience.</p>	<p>Pg. 28</p>	<p>In addition to the executive director &amp; school leader, PSOE also has a committed board of directors and building level administrators. Key personnel include the following:</p> <p>Board President: Tom Rude. Tom serves as an engineer for SAIC. He began serving the school in a volunteer capacity by supporting robotics in 2013.</p> <p>Board Vice President: James Hazzard. James has served on multiple charter boards, and specializes in psychological evaluations of special education students. His background in special education allows him to provide oversight in the school's special programs.</p> <p>Board Treasurer: Brittany Eldridge. Brittany is a CPA. Her past work with BLUE, a local accounting firm, gives her a strong fiscal background, allowing her attentive oversight of the school's financial operations.</p> <p>Board Secretary: Peggy Blackard. Peggy is a Certified Fund Raising Executive (CFRE). She has served on a large variety of boards, is a past Rotary president, and helps to oversee the school's fundraising and development programs.</p> <p>PSOE II Vice Principal: Sarah Shaffer. Sarah has prior experience opening a new charter school and served as the assistant principal at Emmerich Manual High School in Indianapolis.</p> <p>Network Compliance &amp; Reporting Manager: Peggy Purvis. Peggy has served as a manager at PSOE since its inception in 2010. She handles all state and local compliance for the school network.</p> <p>Director of Advancement: Barb Richardson. A CFRE, Barb manages program development, marketing, and fundraising.</p>
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		<p>Network Operations Manager: Jessica Monk. Jessica is a prior administrator for Lighthouse Charter Schools and a former teacher at PSOE I. She manages all facility and operations needs for the network team.</p> <p>Network Human Resource Manager: Tiffany Palacios. Tiffany has prior experience working in Human Resources for Indianapolis Public Schools. She supports both PSOE schools via the school network.</p> <p>Network Bookkeeper: Hannah Okerson. Hannah is a former support staff member at PSOE I, and has prior professional experience in accounting and marketing. She manages all grant, site-level, and network budgets, including accounts payable and receivable.</p>												
2b) If selecting to replicate or expand a high-quality school, provide data and analysis that clearly demonstrates the model replication or expansion will deliver strong academic growth and student achievement while displaying no significant issues in operational management (student safety, school finance, or statutory/regulatory compliance) The analysis must reference the school’s Annual Performance Report found on DOE Compass (or a similar report if not an existing Indiana model).	N/A	<p>CSP funds are being requested to support the start-up of PSOE II, a replication site of PSOE. PSOE I has been an A school in the IDOE accountability system since 2013 and was recently named a Four-Star School by IDOE. PSOE’s ISTEP and IREAD pass data from 2014-2017 are listed below:</p> <table><thead><tr><th></th><th>2014-15</th><th>2015-16</th><th>2016-17</th></tr></thead><tbody><tr><td>IREAD</td><td>92.8%</td><td>94.2%</td><td>92.2%</td></tr><tr><td>ISTEP +</td><td>65.6%</td><td>73%</td><td>81.4%</td></tr></tbody></table> <p>Additionally, PSOE has had no issues with operational mismanagement. PSOE I is a fiscally sound, well run school.</p>		2014-15	2015-16	2016-17	IREAD	92.8%	94.2%	92.2%	ISTEP +	65.6%	73%	81.4%
	2014-15	2015-16	2016-17											
IREAD	92.8%	94.2%	92.2%											
ISTEP +	65.6%	73%	81.4%											

3. Provide an overview of the **charter school goals**.

*PSOE II set 4 major goals in their charter with the Indianapolis Mayor's Office of Education and Innovation (OEI):*

*80% math and ELA pass rate for Hispanic students on ISTEP+,*

*70% math and ELA pass rate for special education students in ISTEP+,*

*90% or higher staff retention rate (excluding extended core teachers), and*

*100% of staff members will attend at least 3 community functions.*

<p>3a) Describe 3-5 specific, measurable goals to address the academic outcomes of all students that specifically related to activities within the <i>Quality Counts</i> CSP grant and the methods for which the goals will be measured. This must include student achievement data from the state content assessment.</p>	<p>N/A</p>	<p><i>PSOE II recognizes the importance of implementing the PSOE model with fidelity in order to ensure the academic success of all students attending the replication site. PSOE II also knows the importance of highly qualified teachers to student achievement and experience, but is fully aware of the current teacher shortage. In addition to the goals outlined in PSOE II's charter agreement, PSOE II has set the following goals for their CSP funds for PSOE II's replication.</i></p> <ol style="list-style-type: none"> <li><b>1. PSOE II will be fully staffed by June 2018 with highly qualified K-4 teachers.</b></li> <li><b>2. PSOE II will be fully staffed with highly qualified K-8 teachers by year 3 of CSP funding.</b></li> <li><b>3. PSOE II will implement PSOE's model with fidelity.</b></li> <li><b>4. PSOE II will surpass state averages on IREAD and ISTEP+ by the 3<sup>rd</sup> year of CSP funding.</b></li> </ol> <p>PSOE II will collect data and submit it to the IDOE CSP staff annually. The following pieces of data will be collected specific to each goal:</p> <ol style="list-style-type: none"> <li>1. PSOE II will submit resumes and signed contracts by highly qualified teachers hired with CSP funds in year 1.</li> <li>2. PSOE II will submit resumes and signed contracts by highly qualified teachers hired with CSP funds in year 2.</li> <li>3. PSOE II will submit resumes and signed contracts by highly qualified teachers hired with CSP funds in year 3.</li> <li>4. PSOE II will submit reports to the IDOE from an external evaluation related to issues of replication of the PSOE model.</li> </ol>
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		5. PSOE II will be able to submit 3 <sup>rd</sup> grade ISTEP+ and IREAD data for PSOE II students in year 1 of CSP funding, showing growth by year 3.
3b) Describe how the school will ensure all stakeholders, including staff, students, and community are aware of the school's goals.	N/A	Upon notification of the award of 2017 CSP funds, PSOE II leadership will share the goals and expected outcomes with PSOE II staff, board members, OEI, and families via monthly meetings. Additionally, PSOE II leadership will share annual updates with staff, board members, OEI, and families about progress toward the goals and expected outcomes over the three years of the grant period.
<p>4) Provide an overview of how the charter school expects to accomplish the goals stated in section 3 with the <b>use of the CSP funding</b>.</p> <p><i>Replicating a highly effective charter school model is a noble and ambitious endeavor. In order to achieve this overarching goal, PSOE II has chosen to request CSP funds in four primary areas:</i></p> <ol style="list-style-type: none"> <li><i>1. Given the devastating teacher shortage, CSP funds will be used for marketing and travel efforts specifically for teacher recruitment activities.</i></li> <li><i>2. To ensure that students receive a high-quality experience, CSP funds are being used to support one year of startup salaries for highly qualified teachers based on the slow growth model (grades K-4 lead teachers year 1, grades 5 &amp; 6 lead teachers year 2, grades 7 &amp; 8 lead teachers year 3).</i></li> <li><i>3. CSP funds will be used to fund an external evaluation focused on replication efforts to provide PSOE II leadership, board members, IDOE, and stakeholders with reliable data on the fidelity of implantation of the PSOE model at the PSOE II site.</i></li> <li><i>4. CSP funds have been requested to pay for classroom technology necessary for replication of the PSOE curricular model at the PSOE II site.</i></li> </ol>		

<p>4a) Provide a budget narrative to address each budgeted line item to demonstrate alignment between the grant goals and proposed expenditures.</p>	<p>N/A</p>	<p><u>Year 1 Budget Narrative:</u></p> <p>Budget Line 2: Recruitment efforts for new staff hires and retention efforts for existing staff</p> <p>Budget Line 5: Marketing and advertising for teacher recruitment</p> <p>Budget Line 6: Signing bonuses for newly hired lead teachers</p> <p>Budget Line 9: Salary for director of academics (year 1 only)</p> <p>Budget Line 10: Salary for lead kindergarten teacher (year 1 only)</p> <p>Budget Line 11: Salary for lead 1<sup>st</sup> grade teacher (year 1 only)</p> <p>Budget Lines 12: Salary for lead 2<sup>nd</sup> grade teacher (year 1 only)</p> <p>Budget Line 13: Salary for lead 3<sup>rd</sup> grade teacher (year 1 only)</p> <p>Budget Lines 14: Salary for lead 4<sup>th</sup> grade teacher (year 1 only)</p> <p><u>Year Two Budget Narrative:</u></p> <p>Budget Line 2: Recruitment efforts for new staff hires and retention efforts for existing staff</p> <p>Budget Line 3: Classroom technology (year 2)</p> <p>Budget Line 5: Marketing and advertising for teacher recruitment</p> <p>Budget Line 6: Signing bonuses for newly hired lead teachers</p> <p>Budget Line 9: Salary for positive behavior specialist. (year 2 only)</p>
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		<p>Budget Line 10: Salary for lead 5<sup>th</sup> grade teacher (year 2 only)</p> <p>Budget Line 11: Salary for lead 5<sup>th</sup> grade teacher (year 2 only)</p> <p>Budget Line 12: Salary for lead 6<sup>th</sup> grade teacher (year 2 only)</p> <p>Budget Lines 13: Salary for lead 6th grade teacher (year 2 only)</p> <p><u>Year Three Budget Narrative:</u></p> <p>Budget Line 5: External evaluation (year 3 only)</p> <p>Budget Line 9: Salary and partial benefits for director of student supports (year 3 only)</p> <p>Budget Line 10: Salary for lead 7<sup>th</sup> grade teacher (year 3 only)</p> <p>Budget Line 11: Salary for lead 7<sup>th</sup> grade teacher (year 3 only)</p> <p>Budget Line 12: Salary for lead 8<sup>th</sup> grade teacher (year 3 only)</p> <p>Budget Lines 13: Salary for lead 8th grade teacher (year 3 only)</p>
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<p>4b) Describe how each cost is reasonable, allocable, and necessary in light of the project goals.</p>	<p>N/A</p>	<p><b><i>All costs in PSOE II's CSP request are associated with the initial start-up costs necessary for replicating PSOE I. This is an ambitious replication process which will require a high level of expertise, resources, and time.</i></b> Given the high level of success experienced by PSOE I and the long waitlists for families wanting access to their model, these funds will ensure PSOE II is able to offer a high quality experience to a significantly higher number of students on Indianapolis' Near Eastside. Per IDOE guidance, salaries for start-up of staff for each additional grade level have been included for one school year only. Benefits for all CSP hired staff will be covered by PSOE II. All other requested funds focus on teacher recruitment efforts and technology for students, both allowable expenditures per IDOE CSP guidance.</p>
<p>4c) Describe how the school will develop the required capacity to continue implementation and operation in a high-quality manner after the grant expires</p>	<p>N/A</p>	<p>CSP funds will be able to carry the brunt of the replication start-up costs for new teacher recruitment, hiring start up staff, one time technology fees, and implementing the PSOE model with fidelity. These activities are easily maintained once they have been established. By adding another school, with five fully enrolled grades and adding two per year for the following two years, PSOE II will be able to sustain itself with state and general funds.</p>

<p>5) Provide an overview of the charter <b>school governance plan and administrative relationships.</b></p>	<p>Pg. 28</p>	<p>Paramount School of Excellence Inc., is an Indiana nonprofit organization with IRS designated 501(c)3 status. PSOE is authorized by the Indianapolis Mayor’s Office of Education Innovation (OEI). PSOE has a Board of Directors comprised of 9 members. The board and OEI work together to make sure the school is in good standing. <b>While the school has flourished academically, the organization has maintained a 6% debt ratio, meeting and exceeding nearly every OEI standard for use of public funds.</b> This model of school management will be duplicated in the PSOE II as the organization seeks to add additional high quality seats to the Indianapolis community.</p> <p>The executive director reports to the board of directors and handles all network level operations.</p> <p>The school principal serves as the building level leader, hiring and managing staff, maintaining a safe and legal learning environment, managing the site-based budget, handling parent communication, school discipline, scheduling, school-based events, and community relations.</p> <p>The existing Paramount Schools of Excellence School Board will oversee PSOE II. Their current practices for ensuring fiscal and academic success for the organization will continue to provide value and structure to school-based policy, protocol, and procedure.</p>
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<p>5a) Describe the governance structure of the school, including any partnerships with Educational Management Organizations (EMOs) or Charter Management Organizations (CMOS) and why they were selected.</p>	<p>Pg. 29-30</p>	<p>The PSOE Board has general oversight of the fiscal management, basic education and policy development of the school. The board is responsible for the sound fiscal management of the non-profit, including approval of the yearly budget, monthly review of the applications of that budget, and the selection of an approved auditor who will complete a yearly audit as prescribed by Indiana Statute.</p> <p>The board assures that the educational mission, as per the charter application, is maintained. The day-to-day implementation of this plan is the responsibility of the executive director. The board is responsible for the hiring and evaluation of the executive director.</p> <p>The board will continue to institute policy within the guidelines of Federal and State law and the principles of the organization to assure the effective, efficient, and safe operation of the school. The specific roles and responsibilities relative to policy and decision making are as follows:</p> <ol style="list-style-type: none"> <li>1. Ensure the philosophy and mission of the school are followed and in compliance with Indiana law.</li> <li>2. Ensure student performance is monitored and the school is meeting performance standards.</li> <li>3. Ensure operational efficiency by approving and monitoring annual budgets, plans, and performance.</li> <li>4. Support school management, parents, teachers, and students in a superior learning experience.</li> <li>5. Ensure legal and ethical integrity and maintain accountability.</li> </ol>
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		<p>6. Establish policies that help the school achieve its mission and educational program.</p> <p>PSOE II is a fully autonomous charter school. PSOE II does not have any partnerships or agreements with EMOs or CMOs.</p>
<p>5b) Describe how the school operates by explaining how the charter school leaders are empowered to make daily decisions, and how staff within the school organization work together.</p>	<p>Pg. 29-30</p>	<p>PSOE is a 501(c)(3) nonprofit organization that has been incorporated. PSOE II is a charter school authorized by OEI. PSOE II is a fully autonomous charter school with its own corporation code in the Indiana Department of Education system (IDOE). PSOE's Board of Directors is an autonomous entity; they do not report to another entity, but they do work collaboratively with OEI and the school leader to ensure the school is in good standing.</p> <p>The roles and responsibilities of the school leaders for PSOE II follow a direct organizational chart, with mission, vision, budgeting, and administrative/operational oversight handled by the organization's executive director. Serving underneath the executive director, the organization's director of operations and director of academics manage building operations and protect the fidelity of the PSOE academic model. The director of operations will oversee bookkeeping, HR, facility needs, maintenance contracts, vendors, and technology. The director of academics works directly onsite with the school principal and teaching staff to coach academic implementation, data-driven instruction, and educational leadership.</p> <p>The school principal serves as the building level leader, hiring and managing staff, maintaining a safe and legal learning environment, managing the site-based budget, handling parent communication, school discipline, scheduling, school-based events, and community relations.</p>

<p>5c) Describe the process to select board members.</p>	<p>Pg. 30</p>	<p>The PSOE Board maintains a nomination committee comprised of seated board members and members appointed by the board chair. The main function of this committee is to evaluate the representative needs of the board and supply a slate of candidates to fill any vacated board seats that are board appointed. The committee will prepare a slate of candidates as they arise for the monthly board meetings.</p> <p>The PSOE Board is made up of an equal number of two and three-year terms. As the two-year terms expire, the members will be eligible to be re-elected to a full three-year term allowing terms to be staggered and maintaining the smooth transition of board members. It will also assure the mission remains the focus of new members. Membership on the board is not restricted by term limits.</p>
<p>5d) Describe the governance training for board members, current and prospective.</p>	<p>Pg. 29-30</p>	<p>The PSOE Board holds an annual retreat each January to undergo training and evaluate annual progress. The board is evaluated annually via the Mayor's Office Frameworks. The Mayor's Office also provides a governance specialist to oversee the board's processes and apply an annual rating for their effectiveness. The board utilizes an online service, Board on Track, which serves as a dynamic tool that centralizes board information, administers annual board evaluations, and sets a framework for data-driven board growth and development. The board is entering its third year of Board on Track implementation. The board has recently completed a recruiting document for prospective members, and attends local board fairs, continually searching for additional mission-aligned members.</p>

<p>5e) If applicable, describe the relationship between the charter school leadership, governing board, or authorizer with the chosen service providers to ensure no apparent or real conflict of interest would be involved, per (EDGAR) § 74.42.</p> <p>Please indicate “N/A” if no service provider is utilized.</p>	<p>N/A</p>	<p>PSOE Board, leadership, and staff maintain full compliance with EDGAR 74.42 when selecting external vendors for services. All contracts for services are reviewed for conflicts of interest, specific to financial gain between vendors and PSOE Board Members, leadership, and staff prior to execution of contracts. Additionally, no service provider is being utilized for activities related to CSP funds.</p>
<p>5g) Describe how the charter school will ensure timely and accurate data submission for state and federal reporting requirements.</p>	<p>N/A</p>	<p>PSOE has and continues to submit all documents, data and reporting to the State and Federal reporting agencies in an accurate and timely manner. PSOE staff has experience submitting accurate reports, data, and documentation. <b><i>PSOE was reviewed by OEI in 2016-2017 as part of their 1<sup>st</sup> year authorizing accountability processes.</i></b> Core Question 3 (Governance &amp; Leadership) directly tracks PSOE’s ability to submit timely reports &amp; documentation. PSOE earned a score of “<b><i>Meets Standard</i></b>” in this section of OEI’s overall performance framework. The full report can be found at <a href="http://oei.indy.gov/wp-content/uploads/2013/05/PSOE_Core.Question-RS-DONE-1.pdf">http://oei.indy.gov/wp-content/uploads/2013/05/PSOE_Core.Question-RS-DONE-1.pdf</a></p>

6) Provide an overview of the **student recruitment and admissions process**.

*PSOE's admissions practices fully comply with state law and applicable federal laws, including Part B of the Individuals with Disabilities Education Act and Federal civil rights laws, including, but not limited to: Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; and Title II of the Americans with Disabilities Act of 1990.*

*PSOE II is an Indiana charter school, and any child who is qualified for admission to an Indiana public school is qualified for tuition-free admission. Enrollment in the school will be open to all students. As a public charter school, admission will not be limited on the basis of intellectual ability, athletic ability, disability, race, creed, national origin, religion, or ancestry, or any other criteria that would be unlawful.*

*PSOE begins the "intent to return" process in April, allowing parents sufficient time to turn in paperwork and make decisions. Paramount's Family Allies Community Team (FACT) begins reaching out to parents in early May to assist with paperwork and answer any questions families may have. In compliance with Charter School law in Indiana, current students and their siblings will have enrollment priority. Once enrollment has been conducted for current students and their siblings, the school will hold open enrollment for any student interested in attending. The PSOE conducts new parent/student information sessions beginning in April of each academic year. Additionally, enrollment information is posted on the school's website. The existing enrollment application from the original PSOE is available online at <http://www.paramountindy.org/enroll/>. This is the model registration form for PSOE II.*

<p>6a) Describe the school's recruitment plan, and compliance with Indiana Code 20-24-5.</p>	<p>Pg. 13-14</p>	<p>PSOE I was founded in 2010 as a neighborhood school, serving the Brookside area of the Near Eastside. As the school has grown, PSOE has developed a student recruitment strategy that includes:</p> <ol style="list-style-type: none"> <li>1. A director of advancement was hired to market the school to students and families.</li> <li>2. An environmental education program was developed, allowing students to apply the skills they learn in class to real life.</li> <li>3. The PSOE network hired a marketing firm, Caldwell VanRiper, to provide additional marketing and information to prospective parents of PSOE II.</li> </ol> <p>PSOE I and PSOE II will utilize multiple strategies for recruitments of students. This includes traditional media, school web site, hosting community functions (Brookside Bash, TURN Festival, online publications, and social media).</p> <p>As referenced in the student recruitment process, PSOE also works cooperatively with community partners like The Mind Trust, Community Health, and the Near Eastside Community Organization (NESCO) to effectively market the school.</p> <p>As per IC 20-24-5-5, PSOE will enroll any eligible student who submits a timely enrollment application except when the number of applications for a grade level exceeds capacity. If we receive a greater number of applications than there are spaces for students, each timely applicant is given an equal chance of admission via a lottery process.</p>
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<p>6b) Describe the public lottery process that will be conducted when more students apply than be accommodated.</p>	<p>Pg. 14-15</p>	<p>PSOE II will participate in Enroll Indy's OneMatch lottery system. This includes three application windows with which families can participate. PSOE II has aligned with Enroll Indy, the local unified enrollment system, and plans to continue this state approved universal enrollment process alongside Indianapolis Public Schools and the majority of Indianapolis-based charter schools. PSOE adheres to all enrollment law.</p> <p>The Mayor's Office of Education Innovation (OEI) will ensure that admissions policies and procedures comply with Indiana Charter School Law and with any applicable state admission mandates.</p> <p>PSOE II will conduct new parent/student information sessions beginning in April of each academic year. Additionally, enrollment information is posted on the PSOE website. The existing enrollment link to Enroll Indy from PSOE I is available online at <a href="http://www.paramountindy.org/enroll/">http://www.paramountindy.org/enroll/</a>. This is the model registration process for PSOE II.</p> <p>Through the Enroll Indy lottery process, additional sibling applications will be given preference if a single student from a family with multiple sibling applications is offered enrollment from a position on the waitlist. Students from staff families get the next order of priority in the enrollment process.</p>
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<p>7. Provide an overview of how the charter school will <b>meet the needs of educationally disadvantaged students.</b></p> <p><i>PSOE's mission and vision are purposefully focused on students who have been underserved. In its current setting, 80.6% of its student body qualify for free or reduced lunch services and the ethnic composition is 46.6% African American, 15.6% Latino, 27.2% European, and 10.6% Multiracial. Additionally, 18% of PSOE students qualify for an IEP and 15% are served as English Language Learners.</i></p> <p><i>PSOE has proved an ability to recruit and develop highly qualified staff members fully focused on supporting students with IEPs, medical conditions, and homelessness. PSOE has developed strong relationships with Child Protective Services (CPS) to ensure comprehensive communication and support for students and families receiving services via CPS. PSOE provides Title I and a high quality Multi-Tier System of Supports (MTSS). Finally, PSOE offers before and after school care on a sliding scale for families navigating poverty or burdensome work schedules. PSOE II plans an exact duplication of all these services. Additionally, the National Center of Special Education in Charter Schools (NCSECS) identified PSOE I as one of their "Centers of Excellence" for serving students with exceptionalities in 2016. This process recognized charter schools across the country that were deemed as examples of best practice via the NCSECS's review process.</i></p>		
<p>7a) Describe how the school will comply with state and federal law to deliver appropriate services to meet the needs of students with disabilities, low-income students, English learners, homeless, and neglected &amp; delinquent students.</p>	<p>Pg. 24-27</p>	<p>PSOE's daily practices fully comply with applicable federal laws, including Part B of the Individuals with Disabilities Education Act and Federal civil rights laws, including, but not limited to: Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; and Title II of the Americans with Disabilities Act of 1990. Additionally, PSOE fully implements Indiana's Article 7, McKinney-Vento Act amendments made via ESSA in 2016 &amp; 2017, Title I Part C, and Title III.</p> <p>PSOE's structures are designed to maximize learning opportunities for low achieving and at-risk students. Low-achieving or at-risk students are fully integrated in the classroom and participate in all aspects of the educational program. Dialogue between teachers, parents, students, and other educational professionals are integral to student success. Teachers provide ongoing assessment throughout the year to provide early identification of at-risk students and address those needs in a systematic timely manner.</p>



8. Provide an overview of the **community outreach activities**.

*Paramount School of Excellence has forged partnerships with community businesses and organizations both on the Near Eastside and around Indianapolis. Community Health supplies school nurses, The Fairbanks and Lilly Foundation provide additional funding sources, and Rooney Foundation assists with school data and academic consultation. Partnerships with Teach Plus and The Mind Trust have provided PSOE the opportunity to grow and recruit high quality teachers. These partnerships will have a direct positive impact on students at PSOE II from an academic, emotional, and health perspective.*

*In addition to the city wide partners, Paramount has also developed partnerships on the Near Eastside of Indianapolis. This includes the Brookside Neighborhood Association, which plans and organizes community functions monthly. Additionally, PSOE does its part to be an example of best practice in the charter and public school landscape by engaging with numerous organizations to support their efforts to support public education. One such example would be the letter of support PSOE supplied for IDOE's 2017 Quality Counts proposal to the USDOE. PSOE was cited as an example of best practice with potential for replication in IDOE's Quality Counts narrative (pg. 29 & 30).*

8a) Describe how parents and the community are involved in the planning and design of the charter school

N/A

Since 2012, PSOE has implemented Academic Parent Teacher Teams (APTT), which was developed by Maria Paredes in Arizona. The program brings in parents to the school more often than once or twice a year, creating an environment where families work as a team to improve academic performance, sharing strategies for supporting their students at home, and learning techniques from the classroom teacher. Teaching staff also visits their students' families at home. Additionally, PSOE has implemented a Families Allies Community Team (FACT) that is comprised of 3 employees who solely focus on working with families. **PSOE II has already received a 2016 21<sup>st</sup> CCLC grant from the IDOE to implement this program.**

9. Provide an overview of the **fiscal management plan**.

*The PSOE Board has general oversight of the fiscal management, basic education and policy development of the school. The board is responsible for the sound fiscal management of the non-profit, including approval of the yearly budget, monthly review of the applications of that budget, and the selection of an approved auditor who will complete a yearly audit as prescribed by Indiana Statute. PSOE operates in compliance of all applicable Indiana laws.*

*As an organization, PSOE does not anticipate any significant financial policy change through replication. The organization is aware that the addition of new staff and a new building may present elements of change to current methods of cash flow and grant funding, and remains ready to adapt as needed to insure fiscal success.*

*Additionally, PSOE has previously been the recipient of numerous external grants, including but not limited to The Mind Trust in 2016, Walton Family Foundation in 2012, 21<sup>st</sup> CCLC grant in 2014 & 2016, Community Health in 2017, and IDOE PCSP in 2014. All awards were managed well, hence PSOE has a solid track record of being a good steward of external funding dollars from both private philanthropy and public entities.*

9a) Describe the internal controls over expenditures and how records will be maintained	Pg. 31	Operating budgets, facilities descriptions and budgets, and monthly financial statements are reviewed and approved by the PSOE Board. Recognized and approved accounting protocols guide daily operations and books, with oversight and vetting through Bookkeeping Plus Incorporated (BPI). PSOE utilizes approved financial software and works with CSMC and the board to maintain accurate projections, practices and documentation of expected revenue, expenses and organizational data that impact the budget. Through an onboarding process with an internal controller, PSOE brought HR and bookkeeping in-house in 2016 in order to ensure accurate and timely financial management.
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9b) Describe the process for managing this particular grant, including decision-making process, creation of the budget, and how items purchased are tracked. Schools working with an external provider must affirm that the charter school leaders are responsible for all aspects of the grant management.	N/A	All CSP funds and decisions will be supervised by the executive director and school leader. The executive director created the budget. The executive director, bookkeeper, and school leader will work together on all expenditures related to CSP funded materials and submission of receipts and reimbursement activities with IDOE. All hiring of staff, recruitment activities, and technology purchases with CSP funds will be done by the school leader, and evaluation efforts will be led by the executive director.
9c) Describe how other state and federal funds will support the effective operation of the school or student achievement, including paying for staff and other related costs beyond initial startup costs support by the CSP grant	N/A	CSP funds have primarily been marked for start-up activities. PSOE II has requested staff funds staggered across the three years of the grant for one year each to get the program up and going. Per PSOE II's five-year budget, including Title I and ADM count dollars, as well as the addition of enrollment dollars, all staff positions created by CSP efforts will be sustained pre and post CSP grant funding.

10. Provide an overview of the **facilities** to ensure they are safe, secure, and sustainable.

*PSOE II plans to open in the Lutherwood administrative building (1525 N. Ritter Avenue, Indianapolis) as a K-4 slow-grow model. This building is new construction, located across the street from one of PSOE's current partners (Community Health Networks). This location enables a safe, structured, and nurturing environment for its replication site. Because the site was previously used by IPS for education, classrooms, bathrooms, administrative space, recess space, and cafeteria space are already developed onsite. Additionally, the structure has passed health code and city inspections for occupancy. In its current state, there are six developed classrooms. But, with just one load bearing wall in center of the facility, there is ample vision and room for expansion as the school grows. Fob readers secure access in and out of the building. The front office provides a monitored entrance into the facility. Community Health Networks provides security for the parking lot. The facility already accommodates a driveline for drop off and pick up and has enough greenspace to handle the replication of PSOE's environmental programming. Additionally, as a partnership with Lutherwood and Community Health Networks, behavioral health services would be readily available as a shared commodity for PSOE II. A letter of support from Lutherwood has been attached as an appendix to provide CSP reviewers additional evidence in the PSOE II facilities plan.*

10a) Describe the school's facility plan, including how the student enrollment and other available funding will meet the facility needs	N/A	PSOE II will utilize the new facility in a three-phase growth plan. In phase I, PSOE II will fill the available six classrooms with 100 K-4 students. In phase II (year 2), PSOE will add an additional four classrooms, expanding to 160 students, K-6. In phase III (year 3), PSOE will add six additional classrooms and expand to K-8 with a student population 200. By year four, the school will hit its target of 300 students and will leverage that enrollment to self-sustain moving forward.
10b) Describe how the charter school has considered the transportation needs of the school's students and provide an overview of the transportation plan	N/A	PSOE, as an organization, does not offer transportation. But, in cases of homelessness or IEPs, the school will provide transportation as dictated by law. PSOE believes in the power of family connectivity and utilizes a drop off and pick up procedure that brings parents and teachers together on a regular basis. The driveline is setup as a drop off in the morning and an in-class pickup in the afternoon.

Required Appendices	
A) Charter Application to Authorizer (New, Replication) or Amendment to Existing Charter (Expansion)	Yes - pg. 54-125 (the charter approval letter & facilities support letters are also included)
B) Budget Form/Narrative (use required form)	Yes - Uploaded to the IDOE CSP Portal per IDOE Guidance
C) 2016-2017 Expanded Annual Performance Report (if applicable) or most recent <i>Found at <a href="http://compass.doe.in.gov">compass.doe.in.gov</a> &gt; Accountability &gt; Annual Performance Report</i>	Yes - PSOE I Report Uploaded pg. 125-145
D) Proof of non-profit status of the governing board of the charter school or proof that the application for such status has been made	Yes - pg. 146
E) Enrollment or student admissions policy	Yes - pg. 147-148
F) Agreement or contract between the charter school governing body and the management organization (if applicable)	Yes _____ N/A - PSOE II is not a CMO or EMO
G) School's discipline policy. Statute requires discipline policies that promote retention and reduce the overuse of discipline practices that remove students from the classroom	Yes - pg. 149-151

## **Appendix A PSOE II Charter Application**

### **Paramount School of Excellence Innovation School (PS2)**

Paramount Schools of Excellence received a 2<sup>nd</sup> charter from the Office of Education Innovation in 2016 for opening a school in the 2017-18 school year. As an innovation fellow in The Mind Trust's innovation school partnership program, PSOE attempted to partner with IPS in the 2017-18 school year. This partnership did not develop in a way that worked for all involved parties, so it was decided to extend the fellowship for an additional year, and to hold off on using the charter for an additional year. In the fall of 2017, attempts at negotiating a deal with IPS again fell through. At that point, it was decided that PSOE would pursue its second charter as a stand-alone school for 2018-19. At that time, the Lutherwood location detailed in this CSP application began to develop.

By attaching our original charter application to this CSP application, we recognize that the language regarding innovation partnerships with IPS is now dated. But, the application shows our dedication to the education process and the systems we have in place to move forward with educational success. References to enrollment processes, transportation, and location in the charter application are now two years old. The recent information provided in this CSP grant serves as updates to any outdated portions of our replication plan.

### **Full Application for Charter Replication**

**Presented to the Mayor's Office of Education Innovation**

**Indianapolis, IN**

**September 15, 2016**

### **Charter Replication Information Sheet**

Name of Proposed Charter School: Paramount School of Excellence 2 (PS2)

Proposed School Address (if known): To be Determined

School District in which Proposed School would be located: Indianapolis Public Schools

Legal Name of Group Applying for the Charter: Paramount School of Excellence

Applicant's Designated Representative: Tommy Reddicks

Address: 3020 Nowland Avenue

City: Indianapolis

State: IN

Zip Code: 46201

Daytime Telephone: (317) 775-6660

E-mail address: treddicks@paramountindy.org

The proposed school will open in the fall of school year: 2017-2018

### **Proposed Grade Levels & Total Student Enrollment**

	<b>School Year</b>	<b>Grade Levels</b>	<b>Maximum Student Enrollment</b>
<b>First Year</b>	2017-2018	K-5	450
<b>Second Year</b>	2018-2019	K-5	450
<b>Third Year</b>	2019-2020	K-5	450
<b>Fourth Year</b>	2020-2021	K-5	450
<b>Fifth Year</b>	2021-2022	K-5	450
<b>Sixth Year</b>	2022-2023	K-5	450
<b>Seventh Year</b>	2023-2024	K-5	450

Is this a single-gender or co-educational school?

No

If single-gender, please indicate who will be served by school:

Not Applicable

Are you planning to work with a management organization?

No

If so, please indicate the name of management organization:

Not Applicable

Have you submitted this application to other authorizer(s)?

No

If so, please list the authorizer(s) and the date(s) of submission:

Not Applicable

Do you plan to submit an application for this school to another sponsor before the Mayor of Indianapolis makes a final determination on your application?

No

If so, please indicate the name of the authorizer:

Not Applicable

Have you submitted any other applications to an authorizer in the previous five (5) years?

No

If so, please indicate the name of *the authorizer*, *the date* and *the name of the school* on the application.

Not Applicable



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## Replication Application Narrative Outline

### I. Reflection on Past Performance

#### A. MSCS Historical Performance Framework Ratings (see attached)

Core Question 1 (Academics)	2011- 2012	2012- 2013	Revised Core Question 1 (Academics)	2013- 2014	2014- 2015
1.1 - AYP (Adequate Yearly Progress)	AS	DNMS	1.1 - State Accountability	ES	ES
1.2 - Academic Growth	MS	AS	1.2 - Academic Growth	ES	ES
1.3 - Comparison to assigned schools	NA	NA	1.6 - Comparison to assigned schools	MS	ES
1.4 - School Specific Goals	NA	NA	1.7 - School Specific Goals	ES	ES
			1.3 - Performance by Years Enrolled	MS	ES
			1.4 - Achievement Gap	DNMS	DNMS
Core Question 2 (Governance)	2011- 2012	2012- 2013	Revised Core Question 2 (Finances)	2013- 2014	2014- 2015
2.1 - Fiscal Health	NA	ES	2.1 - Short Term Financial Health	AS	MS
			2.2 - Long Term Financial Health	ES	ES
			2.3 - Financial Management	MS	DNMS
2.2 - Enrollment, Attendance, Retention	NA	NA	1.5 - Attendance	MS	MS
2.3 - Board Governance	NA	NA	3.3 - Board Governance	MS	DNMS
			3.4 - Board, CMO, School Evals and Comm.	NA	AS
2.4 - Parent Satisfaction	MS	MS	Not included in new PF	NA	NA
2.5 - School Leadership	NA	NA	3.1 - School Leadership	ES	ES
2.6 - School Specific Goals	NA	NA	3.6 - School Specific Goals	NA	ES

Core Question 3 (Operations)	2011- 2012	2012- 2013	Revised Core Question 3 (Governance)	2013- 2014	2014- 2015
3.1 - Compliance Obligations	AS	MS	3.2 - Compliance Obligations	ES	ES
3.2 - Facility	MS	ES	3.5 - Facility	MS	AS
3.3 - Enrollment Process	AS	MS	Not included in new PF	NA	NA
3.4 - Special Education	NA	NA	Not included in new PF	NA	NA
3.5 - English Language Learners	NA	NA	Not included in new PF	NA	NA

### Narrative Reflection:

As noted in our historical results, Paramount School of Excellence has met or exceeded standard on most Mayor's Office Indicators. Specifically, PSOE has shown the ability to achieve at a high level academically, while maintaining strong school leadership.

On Core Question 1 (Academics), PSOE has met or exceeded nearly all standards, including AYP, academic growth, and school specific goals. For the past two years, PSOE has received an "A" state accountability grade.

Paramount has maintained a strong and consistent leadership team, consisting of the Executive Director, Principal, Operations Director, and School Board. The firm leadership structure at PSOE has led to growth in Governance. The Paramount network has maintained a high level of fiscal responsibility, allowing the school to grow over time. This long term financial health has provided our board of education with assurance that we will successfully grow our network and replicate the current PSOE model.

Paramount has worked hard to comply with all compliance obligations from the Mayor's office, the Department of Education, and the federal government. On Core Question 3, PSOE has met or exceeded all mayor's office accountability standards in terms of facilities and operations.

Paramount has taken the proactive steps to improve from the "Did not Meet Standard" received in 2013-2014 for standard 1.4, The PSOE Academics team instituted a streamlined system for remediating our English Language Learners that includes staffing a full time ELL Director. This person is in charge of pulling small groups out for academic interventions, working cooperatively with teachers to maximize student outcomes, and engaging families in the educational process. The PSOE Title I Committee analyzed the data in Acuity, mClass, WIDA, and ISTEP and determined that although Hispanic students were performing above the state average, their growth and overall performance were not on scale with the remainder of the sub groups. Paramount's innovation school will replicate this structure with a focus on intervention through data, small group remediation, and classroom push ins from the ELL coordinator. As noted in attachment D, this is one the school specific goals for Paramount's Innovation School.

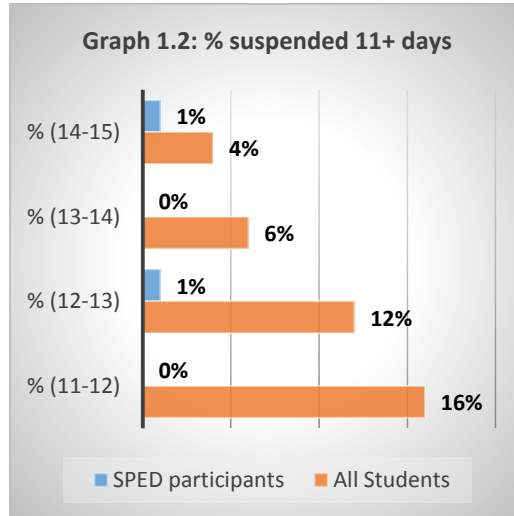
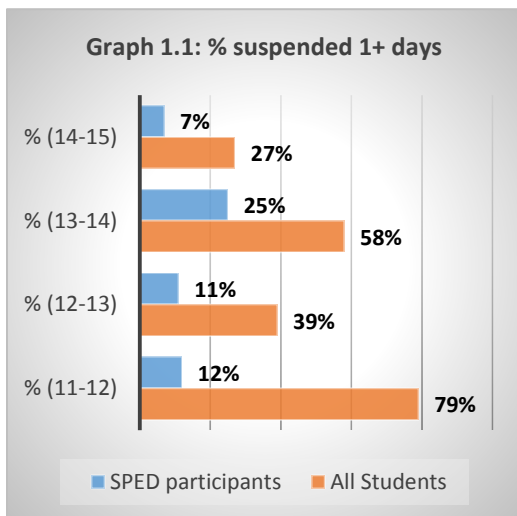
In addition to the academic intervention listed above, the Paramount School Director, Operations team, and Board have worked to improve the operational aspect of the school. Specifically, financial management, school leadership evaluations, and facilities. Paramount received a "Did Not Meet Standard" in 2013-2014 for Financial Management. This was due to submitting the necessary paperwork late. Paramount took the necessary steps to improve in this area by making a change with the auditing firm as well as the bookkeeping firm. Since the change, PSOE has been able to expedite the auditing process.

To address the "Did not Meet Standard" for indicators 3.4 and 3.5, the PSOE board has worked hard to solidify the school leader evaluation tool (attachment Z). The evaluation was completed in December of 2014. Since its development, PSOE has improved its performance in both indicators.

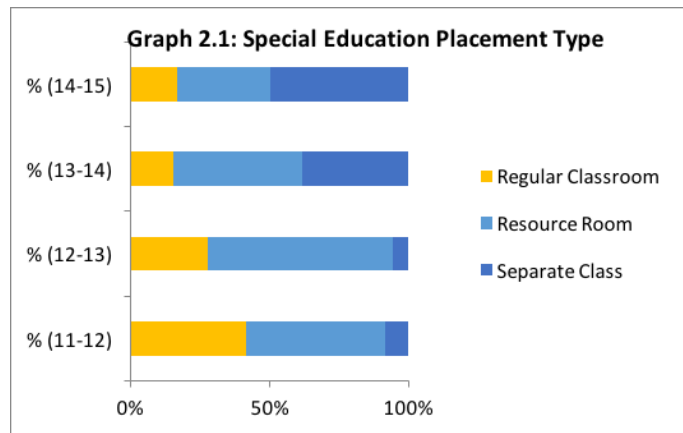
PSOE II will be a part of the PSOE Network, and will adhere to all Mayor's Office performance indicators.

**B. Vital Statistics (see attached)**

Discipline	<i>PSOE Historical Data</i>			
Data Point	2011-2012	2012-2013	2013-2014	2014-2015
Total Enrollment	460	475	522	610
Total # Suspensions b/ween 1 and 11 days (all students)	365	184	303	162
Total # Suspensions b/ween 1 and 11 days (SPED participant)	55	52	131	42
Total # Suspensions 11 days or greater (all students)	73	55	30	27
Total # Suspensions 11 days or greater (SPED participant)	2	4	2	6
Total # Expulsions	<b>4</b>	<b>24</b>	<b>2</b>	<b>5</b>



Special Education	Insert data from DOE-SE Reporting to gold cells below to populate graph below. Refer to data for School Age children (6 through 21) ONLY			
	Table 2.1: Special Education			
Data Point	2011-2012	2012-2013	2013-2014	2014-2015
Special Education Placement Type (Regular Classroom; 80% or more)	5	5	2	1
Special Education Placement Type (Resource Room; 40%-79%)	6	12	6	2
Special Education Placement Type (Separate Class; less than 40%)	1	1	5	3



Student Movement	<i>Insert data from DOE-RT Report into gold cells below to populate graphs below. Enter the # of students who enrolled and withdrew by month. For the month of August, only include students who actually enrolled in that month, not those who returned from the previous school year.</i>							
	Table 3.1: Student Movement							
	2011-2012		2012-2013		2013-2014		2014-2015	
Month	Enrollment	Withdrawal	Enrollment	Withdrawal	Enrollment	Withdrawal	Enrollment	Withdrawal
August	456	2	525	3	548	19	661	17
September	21	12	18	4	14	23	21	16
October	7	10	10	27	12	19	7	13
November	7	26	11	33	19	25	4	16
December	5	10	10	18	5	8	2	10
January	14	17	12	34	19	20	6	16
February	12	11	8	20	11	15	10	21
March	2	10	18	19	9	10	13	6
April	6	7	13	15	10	12	8	5
May	2	5	7	8	3	3	1	3
June	0	0	0	5	0	0	0	0



Teacher Movement	Based on data from your annual employee spreadsheet, please enter data into yellow cells below							
	Table 4.1: Teacher Movement							
Data Point	2010-2011		2011-2012		2012-2013		2013-2014	
	#	%	#	%	#	%	#	%
# of returning teachers	12	70%	15	75%	18	72%	24	80%
# of new teachers	5	30%	5	25%	7	28%	6	20%
Total # of teachers	17	100%	20	100%	25	100%	30	100%

### Narrative Reflection:

The attached “vital statistics” documentation demonstrates the commitment that PSOE has made to protecting its academic environment while providing behavioral supports to students with persistent discipline infractions.

The total percentage of students suspended between 1 and 11 days decreased between 2011 and 2014, and remained relatively constant from 2014 to 2015. This reflects Paramount’s commitment to its classroom culture.

The percentage of students suspended for more than 11 days has dramatically decreased due to the interventions and supports that have been put in place by PSOE. In 2013, Paramount began its Recovery process with students as an alternative to suspension. In the Recovery process, students receive a cool down period followed by social unpacking from a licensed guidance counselor. Finally, a licensed teacher in the recovery room works with them on standards based, grade level appropriate classroom work. At the appropriate time, the student is transitioned back into their classroom.

In addition to the student support, the PSOE staff is provided with professional development around best practices in behavioral management. Paramount utilizes affirmative behavioral strategies such as expectation based redirects, a high ratio of authentic student praise, and deliberate time tracking to increase pacing. These strategies have proven to be effective in minimizing student behavioral issues.

Total expulsions have historically been low, with Paramount using the expulsion process only when all previous interventions with a student have been exhausted. Furthermore, expulsions at PSOE are limited to incidents that effect school safety and security. The 2012-2013 school year was a statistical anomaly for PSOE in terms of expulsions, with a high number of of the expulsions being accredited to attendance issues and failure of parent to insure.

As Paramount’s school model has evolved and organizational frameworks have become more defined, our student retention rate has improved. Paramount’s educational model provides a multifaceted approach to family engagement. Our FACT (Family Allies Community Team) Team, Director of Advancement, administrative team, and teachers work collaboratively to inform and engage our families. The increase in our student retention rate over the past 6 years is a byproduct of the systems we would have put in place to assist and support our students and families.

## **II. Conditions for Success**

### **A. Mission**

The mission of Paramount School of Excellence is to inspire learning through an unparalleled academic approach and to transform communities by changing lives.

### **B. Need**

Residents, educational leaders, and community members (with whom the school regularly interact) indicate a strong desire and need for Paramount School of Excellence, providing choice for parents of school age children and youth, and broadening the scope of what schools offer students, families and communities. Placing a charter school in a high need area of Indianapolis provides families a quality K-5 education. Due to high enrollment demand at Paramount School of Excellence, school leadership acknowledges the need to serve more families on the cities eastside. Paramount School of Excellence has an annual waiting list ranging from 300-500 students. The proposed Innovation School will open in August of 2017.

- The Near Eastside Community Organization (NESCO) is a community of 20 neighborhoods with 40,000 residents, bound by I-70 on the north, Emerson Avenue on the east, I-65 on the west and on the south by the railroad tracks just below Washington Street.
- One of five demonstration communities selected as part of the *Quality of Life* Initiative through the Greater Indianapolis Neighborhood Initiative (GiNI).
- Includes one of Indianapolis' *Promise Zones*
- Includes a designation of *Great Places*

Currently, PSOE is the only charter school within NESCO. The School serves as the first school of choice (pre-voucher) within the community. Within the NESCO parameters, eight other schools currently operate – six (6) Indianapolis Public Schools and two (2) private schools. On the Near Eastside of Indianapolis, there is a high need for quality school options. Paramount School of Excellence has exceeded its predicted enrollment budget totals each year since 2012. This includes amendments the last two years. To further quantify the need for high quality schools, PSOE was granted access to survey data conducted in the Holy Cross Community, which is home to IPS School 14. (Attachment J). The results show that over 80% of those surveyed would not send their students to School 14. Furthermore, less than half of those surveyed feel as though School 14 is a community school for the Holy Cross area.

The Paramount model is built upon transforming and engaging communities. The Holy Cross data demonstrates the willingness of community members to embrace a school model that will partner with the local community to create a high achieving school that meets the needs of all stakeholders. Additionally, Paramount's record of engaging community and parents will help to connect those surveyed that indicated they would not currently be willing to volunteer to help the school. (76% of Holy Cross residents said they would not volunteer right now).

### C. Enrollment/Demand

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
<b>K</b>	75	75	75	75	75	75	75
<b>1</b>	75	75	75	75	75	75	75
<b>2</b>	75	75	75	75	75	75	75
<b>3</b>	75	75	75	75	75	75	75
<b>4</b>	75	75	75	75	75	75	75
<b>5</b>	75	75	75	75	75	75	75

#### *Rationale for Selecting School Size/Demand:*

The enrollment/demand form (above) indicates our desire to align with the student population currently being served in IPS K-5). It is vital that the PSOE Innovation School not displace any students within a district. Paramount would be open to serve more students if a desired school district were to change grade configuration (e.g. K-6 or K-8).

Paramount has shown the ability to grow and sustain a high student population. For the past 5 years, PSOE has exceeded OEI's beginning of the year enrollment targets. In addition to this, Paramount has built a new Middle School wing to accommodate for grade matriculation.

#### *Historical Retention Rates (Attachment K)*

Paramount School of Excellence historical retention rates were derived by cross referencing the Students enrolled on the final day of a school year with their PSOE enrollment status on a Designated date (the 10<sup>th</sup> day of school). If they were enrolled on the final day of the school Year, and still enrolled (and physically present) during the first two weeks of school, they were Considered to be retained. The data in attachment A shows Paramount's strong growth in Overall student retention. In year 2012-2013, The PSOE student retention rate was just over 70%. For the 2016-2017 school year, the retention rate grew to 84%. This is due to frameworks that the school put in place to streamline registration and enrollment. Paramount School of Excellence begins the "intent to return" process in April, allowing parents sufficient time to Turin in paperwork and make decisions. Paramount's FACT team begins reaching out to parents In early May to assist with paperwork and answer any questions families may have.

#### *Student Recruitment Process (Attachment L)*

Paramount School of Excellence was founded in 2010 as a neighborhood school, serving the Brookside area of the near Eastside. As the school has grown, PSOE has developed a student recruitment strategy that includes:

- Hiring a Director of Advancement to market the school to students and families.
- Developing an Environmental Education program and allowing students to apply the skills they learn in class to real life.
- The PSOE network has hired marketing firm Caldwell VanRiper to provide additional marketing and information to prospective parents of the Innovation Network school.

Paramount School of Excellence, and PSOE II, will utilize multiple strategies for recruitments of students. This includes traditional media, school web site, hosting community functions (Brookside Bash, TURN Festival, online publications, and social media).

As referenced in the student recruitment process, PSOE also works cooperatively with community partners like The Mind Trust, Community Health, and the Near Eastside Community Organization (NESCO) to effectively market the school.

#### Enrollment Process

##### **Eligibility**

PSOE II is an Indiana Charter School, and any child who is qualified for admission to an Indiana public school is qualified for tuition-free admission. The school will not discriminate or restrict admissions based upon ability, race, ethnicity, national origin, disability, gender, income level, or English language proficiency.

##### **Enrollment Policy**

In compliance with Charter School law in Indiana, current students and their siblings will have enrollment priority. Once enrollment has been conducted for current students and their siblings, the school will hold open enrollment for any student interested in attending.

##### **Open Enrollment Plan**

PSOE II has initiated a systematic, methodical, and documented enrollment process to ensure the school is racially and socio-economically open. PSOE will accept applications from across the state, as required by Charter School Law. The Mayor's Office of Education Innovation (OEI) will ensure that admissions policies and procedures comply with Indiana Charter School Law and with any applicable court ordered desegregation plan.

PSOE II conducts new parent/student information sessions beginning in April of each academic year. Additionally, enrollment information is posted on the school's website. The existing enrollment application from the original Paramount School of Excellence is available online at <http://www.paramountindy.org/enroll/>. This is the model registration form for PSOE II.

### **Procedures for Conducting the Lottery**

1. Once the school receives completed applications, applicants will be assigned a number. The applicant number will be printed on blank cards suitable for a drawing. All cards will be the same size and weight.
2. Applicants who submit their application via postal mail will receive an acknowledgement of receipt via email.
3. All numbered lottery cards will be placed in a suitable container for the drawing, and appropriate security measures will be taken to ensure a fair and supervised drawing.
4. A neutral party selected by PSOE II Executive Director will draw cards.
5. As each card is drawn, the applicant's number will be matched with their name and will be placed on a Master Roster.
6. After all seats have been filled, the lottery will continue to establish the waiting list.
7. Names of remaining applicants will be put on a waiting list in the order their names are drawn.
8. Students will be offered placement as openings occur, based on their hierarchy on the waiting list.
  - *After the lottery, additional sibling applications will be given preference if a single student from a family with multiple sibling applications is offered enrollment from a position on the waitlist.*

### **Waiting List Policy**

Applications for enrollment in grades that are at capacity (received after the lottery and after open enrollment) will be added to the waiting list in the order in which they are received. Additional sibling applications will be given preference if a single student from a family with multiple sibling applications is offered enrollment from a position on the waitlist.

### **B. Educational Model**

The educational philosophy of Paramount School of Excellence is to offer an unparalleled academic approach to education for every child. This is accomplished by developing a school model that embraces the fundamental, overt practice of cultivating the “depth of knowledge” of each student for each state academic standard. PSOE incorporates a hybrid instructional model that blends an effective teacher-modeled launch, efficient independent student work time, and higher-order thinking, real-world problem-solving extensions. Paramount has earned an “A” state accountability rating for three straight years. The success of the system is a direct reflection of the high academic standards and strong behavioral management system.

The desired School for PSOE replication is IPS School 14, located in the Holy Cross neighborhood on the Near Eastside of Indianapolis. The school currently serves a similar student population to Paramount School of Excellence, but has been at or near failing (per state accountability grades) for at least three years in a row. Paramount's academic model, behavioral management system, data driven culture have proven been proven strategies in closing the achievement gap with students.

Paramount Innovation School will focus on readying each child for success in top post

secondary institutions; embracing and promoting a path of college bound students throughout our school's community. At the primary level, emphasis will focus on readying students developmentally and as proficient readers by the end of grade one, as well as learners developmentally ready to maximize reading as a foundation for learning forward. In grades 3 and above, instruction will showcase technology as a global resource for enriching curriculum and exploring content, allowing students to select paths for demonstrating and presenting understanding of standards.

PSOE II will use data driven instruction throughout the curriculum. The teaching staff performs a variety of formal and informal assessments to monitor student achievement. Progress monitoring assessments specific to curriculum are also used to keep a more current representation of specific student achievement. An additional resource used to manage data for the teaching staff is the "school improvement worksheet," which was designed by administration and is maintained and updated by staff. This electronic "data wall" gives the teaching staff a concise view of each student based on a series of color coded student characteristic; for example, special education students, Title 1, language and math Acuity scores, attendance and tardiness, students involved in the RTI process, counseling, and disciplinary disruptions. These worksheets are updated regularly and are available electronically to the teaching staff. This comprehensive use of student data allows the staff to identify individual students who may be in need of additional assistance to reach the next level, as well as identify overall patterns of student achievement across and within grade levels.

An additional and unique use of data being employed at Paramount School of Excellence is the use of demographic data from Acuity testing to better understand the salient characteristics of the student body. School leadership is parsing this data into student characteristics such as ethnicity, gender, and socio-economic status. These analyses bring to light academic struggles and successes by subgroups of Paramount students. The main goal of these analyses is to see the disparities in the data for certain subsets of students, and to help the teaching staff to make sure that all the different student groups are achieving at the same level. To help teachers engage students of different ethnicities and cultural backgrounds, Paramount School of Excellence is providing cultural sensitivity training for the staff.

A rigorous system of formal and informal classroom observations, curriculum reviews, and meetings support the staff and provide feedback from administration. Administration performs mandatory formal classroom observation with feedback at least once a year. This formal evaluation (included in the appendices) is organized around the 5 Pillars and therefore is based upon the common themes that run throughout the life of the school. Each formal observation lasts from 40 minutes to an hour. In addition to the formal evaluations, the Director of Curriculum and Instruction visits several classrooms a day followed by post observation conferences.

Paramount's Innovation School will employ a variety of unique and effective practices to ensure that the curricular objectives are woven throughout the curriculum. Each grade level teams provides a "focus form" to the extended core team that indicates the College and Career Standards as well as other objectives that will be addressed in the upcoming week. The art, music, Spanish, and physical education teachers then integrate this information into their lessons.

Students then see how what they are learning in the classroom can be applied to other aspects of their lives.

### ***School Characteristics***

The school calendar (attachment C) will be an exact replicate of the Paramount school calendar. It will consist of 187 days. These 187 days are divided into instructional days, teacher workdays, and staff development days. There are 182 instructional days, and 5 staff development days. Furthermore, the end of year planning days may be used for instructional days, if inclement weather makes it necessary to do so. However, there is at least one day of staff planning incorporated as part of the end of year closeout. One of the core philosophical values of the school design is to assure that teachers have input regarding the school improvement needs for the coming year. (see attachment M-School Calendar).

The instructional day begins at 8:00 AM and ends at 3:15 PM for grades K-2. The instructional day begins at 8:00 AM and ends at 3:30 PM for grades 3-8. PSOE offers pre-school care beginning at 6:15 AM and after care from 3:15-6:00 PM, which accommodates parent work schedules.

### ***A Day in the Life of a PSOE Student***

7:30 – 7:59 a.m.

Students arrive at school no later than 8:00 a.m., prepared to begin their day. *(Through a partnership with the Indianapolis YMCA, parents have the option of dropping their children at 6:15 a.m. if enrolled in the before school care program. Homework assistance, guided activities and independent study are options in this program. Sliding scales make the program affordable for all parents.)*

7:30 – 7:59 a.m.

Title Time: Breakfast is available between 7:30-7:55 a.m. and is available for all students. Teachers are in their classrooms to welcome and greet students. School activities, with a focus on Title I math and ELA interventions, are utilized during this time. Options vary from day to day but may include scaffolding CCRS standard reviews and higher-order thinking activities.

8:00 – 8:10 a.m.

Set aside for attendance, lunch count, and morning announcements. This time includes a special Project Wisdom morning message.

8:10 – 8:25 a.m.

Each student begins his / her day with the core classroom teacher to allow a critical Morning Meeting that builds the culture and climate within the class. Character values, interpersonal and intrapersonal skills are intertwined with CCRS math and ELA standards to develop communication skills within all learners.



8:25 – 11:00 a.m.

Core instruction begins. CCRS are introduced and relevancy discussed within the key activities for the morning. Standards-based units will guide learning and activities. Blocks of time include connections of direct instruction, guided practice, independent study and reflection which may include collaborative grouping of students working together to investigate, research, summarize, analyze and/or evaluate data within an extension. Technology serves as a resource in the learning process and connects students with opportunities for interaction with online tools, instructional applications and virtual learning.

10:40 a.m. – 1:40 p.m.

The lunch schedule begins at 10:40. Students have 20 minutes for lunch and 20 minutes for recess with five additional minutes built in for transition.

12:40 – 3:15 p.m.

The afternoon session continues the learning process, engaging learners in unique experiences that correlate textbook and resources to real-world application. An integrated approach blurs the lines of segmented content areas, rather exploring problems across content areas within each unit.

Physical education, world languages and the arts are integrated throughout the day, beginning no later than 8:25 a.m.

2:45 – 3:45 p.m.

The academic day will end at either 3:15 p.m. or 3:30 p.m. depending on grade level) as students prepare to reflect upon their day. The last 40 minutes of the day are used to reflect, remediate, and review Title I core subject areas. Teachers and instructional assistants are using data to drive the differentiated instruction during this time period.

3:45 – 6:00 p.m.

An after school day includes a time to complete homework, tutoring and enrichment opportunities for the students. Enrichment, tutoring, clubs, athletics, and intervention options allow choices throughout the school year.

### *Extracurricular Model*

Paramount School of Excellence believes in an active extracurricular model that ensures multiple options for students beyond the academic day. Throughout the calendar year, students have the opportunity to participate in traditional sports, robotics, farming, musicals, scouts, and various seasonal clubs with the goal of having the school campus providing activity from 6:15AM to 6PM each weekday. The school also believes the 5.5 acre campus should remain a public space for the community outside of school hours.

### **E. Goals**

Paramount's Innovation School will use a variety of accountability tools that

measure performance in areas such as education, human and character development, health, fundraising, finance, administration and client satisfaction. A performance metrics will ensure clarity of understanding by each stakeholder and will guide the learning environment for the School.

To establish criteria for student growth and learning, the following will guide expectations. Every student will have academic performance goals with the expectation of improvement in each academic and content area. (Attachment G-School Specific Goals & Attachment H-Evidence of School Specific Goals)

Attachment G provides Paramount's school specific goals:

- 80% Math and ELA pass rate for Hispanic students on ISTEP+
- 70% Math and ELA pass rate for Special Education students in ISTEP+
- 90% or higher staff retention rate (excluding extended core teachers)
- 100% of staff members will attend at least 3 community functions

## **F. Academic Standards**

The students who will attend Paramount's Innovation school will follow the Indiana Academics Standards supplemented with the Core Knowledge and Pearson guidelines. The staff integrates a researched based curriculum taught through the standards to offer an academic program that allows each student to exit the school ready to begin a college preparatory high school. And as a high school graduate ready and a self-sufficient, contributing individual in a global society. As stated in the mission, PSOE will offer an unparalleled and innovative education to every child, limited only by the child's capability. The high standards of the school and dedicated staff with support of the parents and community partners enable the students to succeed.

*Exit Standards (see attachment N for more in depth exit standards)*

*English and Language Arts:*

K-5 Students will demonstrate strong reading, writing, listening, spelling, speaking and presentation skills using multiple forms of expression, which are age and grade appropriate. Students will read and interpret poetry, fiction and non-fiction, sayings and phrases and selected literature. Reading fluency and comprehension will be demonstrated in all grade levels.

Grades 4 and 5 students will demonstrate proper grammar usage, study drama, identify specific speeches, and give oral presentations, learn foreign phrases commonly used in English (in addition to above standards). They will comprehend and critically interpret multiple forms of expression, including literature from various time periods, cultures and languages.

*Mathematics:*

K-1 students will develop age and grade appropriate abilities to understand patterns and classification, understand numbers and number sense; money; computation; measurement; geometry.

Grades 2-4 will develop age and grade appropriate abilities to understand number and number sense; fractions; money; computation; measurement; geometry.

Grade 5 will develop age and grade appropriate numbers and number sense; ratio and percent; fractions and decimals; computation; measurement; geometry; probability and statistics; pre-algebra.

*Science:*

K-5 students will demonstrate an understanding for age and grade appropriate scientific methods through observation and hands-on direct experience. Students will demonstrate an understanding of each of the realms of science: physical, life and earth science.

Grades K-5 students will demonstrate how to view the world scientifically by asking questions about nature and to seek answers, collect things, count and measure things, make qualitative observations, organize collections and observations and discuss findings.

A policy for promoting and retention is in place. Triangulation of data points includes standardized assessments – formative and summative, unit assessments and class work. As well, an understanding of intervention strategies in place and success relative thereto, student readiness and attendance will be considered. Students meeting the state standards requirements per the ISTEP+ grade level expectations will automatically be promoted to the next grade level. An Academic Standards Review Team reviews, discusses and analyzes each individual student being considered for retention. Parents are notified in April of potential for retention with strategies identified and a plan of action set. This team will consist of the school principal, curriculum director and classroom teacher(s). Ongoing monitoring will guide final decision, which rests with the school principal. (See attachment O for Student Promotion Policy)

**G. Curriculum**

Grade/Subject	Curriculum/Texts	Alignment to IAS	Additional Notes
<b>K-2</b>	<b>Amplify Core Knowledge</b>	<b>Authentic fiction and nonfiction texts that teachers read aloud. These texts are grouped into academic domains that create interactive opportunities to question, discuss and share ideas centered on text. Phonemic awareness, spelling patterns, decoding with engaging decodable texts, writing mechanics and writing structure and processes on a daily basis.</b>	
<b>3-5</b>	<b>Pearson Reading Street</b>	<b>Aligns to College and Career Readiness Reading and Writing Standards.</b>	

		<ul style="list-style-type: none"> <li>• <b>Literature</b></li> <li>• <b>Foundational Skill</b></li> <li>• <b>Informational Text</b></li> <li>• <b>Text Type/Purpose</b></li> <li>• <b>Production/Distribution of Writing</b></li> <li>• <b>Research to build knowledge</b></li> <li>• <b>Range of Writing</b></li> </ul>	
<b>K-5</b>	<b>Pearson EnVision 2.0</b>	<b>Focuses on:</b> <ul style="list-style-type: none"> <li>• <b>Process Standards</b></li> <li>• <b>Persevering in problem solving</b></li> <li>• <b>Abstract reasoning</b></li> <li>• <b>Constructing viable arguments</b></li> <li>• <b>Grade Level appropriate computation.</b></li> </ul>	<b>Provides opportunities for more technology enhanced items through online license.</b>

PSOE IIs' curriculum will be driven by Pearson products (EnVision, Reading Street, EnVision 2.0 Mathematics) listed in the IDOE's approved curriculum catalogue. In addition, the Core Knowledge Sequence is implemented through innovative technology and effective instructional practices as a hybrid design for delivery. The foundation of PSOE's hybrid design incorporates technologies such as Apple iPads, Apple TV's and computerized student workstations with the irreplaceable 'human factor' and teacher interaction. The PSOE facility design is an aesthetic learning tool equipped with real-world settings and multi sensory environments. All PSOE students are taught core 'behaviors for learning' and wear uniforms to ensure a harmonious social environment. (See attachments H and I for sample lesson plans).

Paramount's Innovation School will enhance the Indiana College and Career Readiness Standards with the Pearson and Core Knowledge curriculum to create an overall program of study that includes the depth and breadth necessary to meet the needs of all students. The alignment of teacher curriculum maps (based on Pearson and CK) with the Indiana College and Career Readiness Standards serves two fundamental purposes.

First, it will assist those students who have not had the benefits of a home rich in literature or the opportunity to experience the world through multiple venues. Pearson and Core Knowledge bring these experiences to the classroom. The design of the school will allow the students to interact with the world through literature, mathematics, and technology within the auspices of the school building. Concurrently, it will allow teachers to use the world as an expansion of the classroom, constructing thematic and project based activities as a platform to engage varied learning styles and classroom to expand, enrich, and validate what is happening in the classroom. The design will invite and encourage opportunities for school/business partnerships that will further the learning experiences of all students.

Second, for those students who have had the opportunity to augment their cognitive world with experiences, the Pearson and Core Knowledge curriculum will create a setting for students to question their assumptions. As these two enhanced learning opportunities will occur in parallel, all students will have the opportunity to learn through the experiences and philosophical thought of others. The design builds on knowledge and allows students to explore learning and build from a foundation of skills – developing rigor and relevancy through real-world application of knowledge. All students will maximize potential, developing both knowledge and wisdom through the basic state curriculum that is enriched by student interaction and community involvement as designed by the curriculum.

Reading Street, Core Knowledge, and EnVision Math all provide multiple point of entry for limited language learners and special needs students. In addition to the intentionality of the differentiation, all three products utilize online licenses for students, allowing them to spend time getting individualized remediation, and teachers to work with them individually or in small groups to further alleviate barriers to learning.

PSOE II will use an integrated design, blurring the lines of typical blocks of time segmenting content areas. Instead, a cross-curricular model encourages students to touch and explore learning through a variety of approaches. For instance, a STEM lesson may lead out with a math standard and history often leads out with a language arts perspective (or vice-versa). Technology and online educational resources also expands learning and develops learners at PSOE as self-managers.

Paramount School of Excellence uses the Core Knowledge curriculum, which is fully aligned to Indiana's College and Career Ready Standards. Reading Street, EnVision Math, and Smekens Writing is also used across grade levels. Along with the regular curriculum, the HAT (High Achievement Track) program provides challenging coursework for gifted and talented students as identified through the schools' identification process.

To add an application approach to the math curriculum, PSOE has introduced "Math Congress" in grades 3-5. In this process, a set of story problems are given and collectively solved in various student groups. The focus of "Math Congress" is to illustrate that there is more than one path to solve a problem. "Math Congress" also provides an opportunity to reinforce the core learning objectives such as persistence, listening skills, acknowledging others' point of view, providing clear explanations of answer, and modeling problem solving behaviors. All of these objectives serve to promote both basic and more complex metacognitive skills. "Math Congress" has been successful in grades third through eighth; leading to plans to expand the practice to K-2 grades.

Attachments P & Q show grade level lesson plans for two different grade levels that will be served by PSOE II (Grade 3 & Grade 5). Each lesson plan demonstrates Paramount's alignment to Indiana's College and Career Readiness Standards. Both lesson plan templates show consistency to Indiana standards, and a commitment to meeting the needs of all students with opportunities to scaffold and extend.

### *Curricular Integrity*

Documented observations by the administrative team indicate that educators understand and uniformly use curriculum materials to deliver instruction and follow academic frameworks. Grade level curriculum maps indicate a focus on core learning objectives, with the majority of lesson plans also including "Fast Fives," authentic assessments, as well as detailed descriptions of the lesson for the day. Paramount School of Excellence provides programs, materials, and professional development necessary to provide effective implementation of the curriculum.

Every grade level submits lesson plans to the Director of Curriculum and Instruction the week prior to instruction. These lessons indicate the College and Career Ready Standards that are being focused on for each lesson. Per frameworks, PSOE lessons are taught in an "I Do, We Do, You Do" model, with small group work, computer stations, worksheets, class projects, and direct instruction being observed. The pace of instruction provides appropriate rigor and challenge to all students no matter their ability level. Student engagement is high across classrooms. The curriculum at Paramount also provides opportunities to differentiate for students at all academic levels, with the school's Title 1 resources being effectively used to provide support for students who need additional scaffolding.

## **H. Assessment**

Paramount's Innovation School will use the tests and evaluations mandated under the Indiana state-testing program (ISTEP+). Paramount School sends reports to the Mayor's Office and the Indiana Department of Education as required within the accountability process. Ongoing assessment ensures appropriate measures are implemented to address all students' needs, and guide the instructional process. These findings are also used to guide professional development. (See attachment R-Assessment calendar).

Throughout the course of instruction, teachers then make curriculum revisions based on the use of student academic achievement data. Curriculum revisions are based on student achievement data that is monitored by the PSOE administrative team. Conducting regular testing of student learning, using standardized and grade level based assessments, makes this possible. The data collected from standardized assessments, such as Acuity and mClass, is disseminated to the teaching staff quickly and in a format that is easy for them to implement. Grade level teams are encouraged to meet as a group and with administration to analyze and understand student data. These comprehensive and systematic reviews of student data allow the staff of Paramount to identify gaps in student performance which can then be addressed through a variety of strategies, such as standards based quizzes and Fast Fives.

### *Unit Assessments*

Cumulative assessments, in various formats, bring closure and assess mastery and clarity of understanding within each unit of study. From Kindergarten through grade 8, teachers assess student understanding of materials shared. Data is used in various formats to map against level of understanding – rethinking, re-teaching and guiding instructional strategies.

### *State Tests (ISTEP+)*

The state ISTEP+ test provides the school with vital information on how students are performing relative to the state requirements and relative to other schools and districts in the state. These tests are given in accordance with Indiana mandated timelines.

Performance goals are established and measured across each grade and content area, as well as for each student. Baseline data is set by October each year in cooperation with benchmark targets established for growth. In addition to informal and state assessments, students are tested using ACUITY in the fall, winter and spring to measure progress. The goal is to increase student achievement in all subject areas at each grade level. Students are measured against individual growth targets, as well as state norm groups. Students performing below grade level have larger growth targets, compensating for the gaps in grade level competencies. Students at or above grade level are expected to meet annual targets against individual baseline scores to ensure paths of continued improvement.

Paramount School of Excellence realizes the importance of proven school-wide assessment tools but also recognizes the importance of classroom work in the areas of performance and participation. Teachers keep a running checklist of their students' performance goals and collect classroom samples of student work to quantify their work. This enables the students, parents and teachers to visualize improvement and areas of weakness in all academic areas.

A clear, comprehensive, and objective system of accountability is fundamental to the success of charter schools as a movement, and charter schools as places for learning. Paramount School of Excellence embraces the idea of accountability for performance. The school's use of internal and external testing instruments provides opportunities for self-evaluation and for external review of performance. A charter is a license to operate for a specified period of time under a condition of fiscal, educational, and operational autonomy and self-governance. In exchange for this greater level of autonomy, the school promises to demonstrate performance or face the possibility that the charter will be revoked or not renewed. Paramount School of Excellence welcomes this opportunity to demonstrate that academic success is achievable for all children, regardless of ability or background. The school also welcomes the opportunity to demonstrate that it is possible to succeed within a rigorous system of accountability.

#### *School Improvement/Title Improvement Committee*

The Principal and curriculum director serve as co-facilitators of this committee, which analyzes and disaggregates all performance data for the school. The executive director, teachers and parents (as appropriate) are invited to participate. The committee examines the following:

1. Percentage of students meeting academic standards under ISTEP
2. Sub Group data including Special Education Students and ELL Students.
3. Curriculum supporting the achievement of Indiana Standards
4. Instructional strategies supporting achievement of Indiana Standard
5. Technology goals and effective use in achievement of Indiana Standards
6. Parental participation level; were the contract goals met
7. Safety and discipline goals
8. Professional development goals

9. Attendance rate

10. Exceptionality and disproportionality

The Committee makes annual recommendations for improvement to the Board of Directors. Based on the findings and recommendations the committee will work with the greater school community to propose strategies for implementation in the following year.

*Intervention*

Student progress will constantly be measured to assure learning is taking place and that all students are reaching stated goals. Students that are not progressing as readily as proposed will receive the benefit of tutoring and/or other appropriate intervention strategies. Tutoring will be part of the duties of staff members and volunteer mentors. Parents will be notified when their child has fallen below the projected achievement level and given the options available for assistance. Specifically, struggling learners and special populations are tracked through our RTI process and progress monitoring (Progress Monitoring schedule included as attachment DD).

PSOE II will share a yearly Assessment calendar with Paramount School of Excellence. As part of the school replication, PSOE II will also create a Title I committee to process data and create intervention plans for students. These assessments will serve as vital data points for our new population of students.

**I. Human Capital**

*Teaching Staff*

The teaching staff for Paramount's Innovation School will include classroom teachers in grades K-5, music, art, physical education, world language and special education teachers. Teachers will be responsible for implementing the curriculum, coordinating with instructional assistants, maintaining current achievement level information, working closely with all students with special attention given to lower and higher achievers, keeping accurate and concise records, establishing personal classroom procedures, and maintaining positive relationships with parents. Teachers will also be required to assist with extra-curricular programs on a rotating basis and be available for parental inquiries at all times. PSOE meets all legal requirements regarding certified staff and makes every effort to employ faculty that represent the neighborhood and the diversity of the school population. (See attachment B-Site Level Salaries and Attachment S-Staff Job Descriptions)

*Selection Criteria*

Teachers of Paramount's Innovation School will meet the expectations for certification as required by Indiana Statute. The Board is also aware of the certification and highly qualified teacher standards as prescribed by the No Child Left Behind Legislation. The school administration is knowledgeable of the expectations set for paraprofessionals in Title I schools. The PSOE network will conduct the necessary background checks and fingerprinting to meet Indiana Statutes. The school does not violate the anti-discrimination provisions of the Indiana State Law.

The school reserves the right to discharge employees "at will" without being in violation of Indiana Statutes or Federal Statutes. Terminated employees receive earned pay for the next regular pay period.



The school is a public employer and as such, the employees are given the option to be members of the state retirement and benefits system.

The following staff qualifications will be used to evaluate applicants. Evaluation of each application may include, but will not be limited to, the following information as appropriate for the position applied for:

- education background
- special training
- referrals/recommendations
- experience
- character background
- ability to communicate
- ability to work in a team environment
- integrated, thematic based learning
- community participation
- attitude
- enthusiasm
- professional dress and appearance
- certification
- acceptance of the curriculum and overall objectives of the charter school

Parents are informed of the qualification of teachers as per the guidelines set forth by the ESSA legislation. Notice is sent each year to parents regarding the teacher's qualifications. An outline of the qualifications will be kept on a spreadsheet and will be available for review by parents in the school's administrative offices. Entry-level teachers may be required to serve as an apprentice or instructional assistant working with an advanced skills teacher to develop the needed on the ground learning critical to success in working with high needs' populations.

#### *Teacher Candidates*

Candidates applying to work at PSOE must submit a resume and cover letter to the school principal and/or Director of Operations. Upon review, administration may opt to select an application for interview. The interview process utilizes character-based questions to allow candidates to share and explain their viewpoints on critical educational issues. Following a successful interview, candidates are asked to mock-teach a prepared lesson in a classroom. During this lesson school administrators and/or lead teachers will evaluate the potential candidate to ensure the attributes witnessed reinforce those desired on the school faculty. (see attachment T-Staff Recruitment and historical teacher retention rates) .

#### *Professional Development*

Paramount School of Excellence utilizes all tests and evaluations mandated under the Indiana state-testing program (ISTEP+). The school adheres to the State accountability requirements in meeting Adequate Yearly Progress (AYP) and sends reports to the Mayor's Office and the Indiana Department of Education as required within the accountability process. On-going assessment ensures appropriate measures are implemented to address all student needs, and guides the instructional process. These findings guide professional development. (see attachment U-Professional Development Calendar)

Paramount School of Excellence provides professional development opportunities focused on reviewing and revising the current curriculum to reflect both Indiana Academic Standards and College and Career Ready Standards. Professional development is dedicated to updating grade level calendars and making curriculum maps that are as detailed as possible. Indiana Academic Standards are prioritized based on skills that will appear on ISTEP. Administration then reviews and offers feedback on the curriculum maps and calendars.

In this process, academic success remains the focus. Professional development opportunities are offered within the educational setting that allow educators to use the resources and tools provided to make the most education gain. Teachers are given opportunities within PSOE to share their individual strengths to build on each other's strengths rather than bringing in others. This allows educators to use what they know.

The constant use of formal and informal testing along with standardized testing in the form of Acuity, mClass, ISTEP, and IREAD provides teachers and administration with a constant flow of data. Creating a format in which all data can be located and shared in a useable format is essential in the desegregation of data. This allows for time management, planning, and collaboration to occur seamlessly. It also opens the door for developmental communication on what best practices are working within individual classrooms. Adding an administrator that meets with educators on a regular basis to discuss what is observed within the classrooms simply strengthens the academic process. Feedback and professional ownership help to establish individual classroom goals with the shared vision of improving academic achievement.

The practice of an administrator weekly, bi-weekly, or monthly observing teachers has been used to hold teachers accountable and insure that frameworks are being followed with fidelity. After each observation, the Director of Curriculum and Instruction meets with each teacher for a post-observation review. To better facilitate conversation a rubric has been created that aligns RISE expectations with Paramount frameworks. Teachers will be provided with this document and can see how personal goals are being met. It will create consistency and stability within Paramount.

The expectation for lesson plans to be submitted the week prior to instruction has always been an expectation at Paramount. The creation of a lesson plan rubric will allow teachers to receive immediate feedback on their lessons. It will also provide feedback regarding structure and lesson details. This will again provide consistency and structure so that teachers are provided feedback on how well their lessons align with Paramount frameworks.

External professional development (PD), while not devalued at PSOE, is used with discretion. The school feels that external PD should directly correlate to an ongoing site-based need, and is not as effective in the form of a "one and done" training.

### *Staff Evaluation*

PSOE Administrators are to conduct a performance assessment at least once yearly for each teacher in the school. This performance assessment is original to PSOE, aligned to RISE, and approved by the IDOE. It is designed to provide support for PSOE site-specific improvement, teacher improvement, teacher retention, justifications for merit-based changes to teacher salaries,

and staff leadership identification. This evaluation provides administrators with a tool, which incorporates five (5) pillars (Community Indicators, Framework Values Indicators, Standards-Based Instruction Indicators, Data Driving Instruction Indicators, and Differentiated and Integrated Instruction Indicators) for evaluation and professional growth and is designed to review data collected over time on individual teachers. It further incorporates a Future Growth Plan from the teacher's most recent formal evaluation (or Goal Setting Form in lieu of evaluation data) to maintain a focus on areas to be strengthened. It is designed to ensure a focused effort on specific areas that teachers need to improve which directly impact student achievement and overall school success (see attachment M-Elite Teacher Rubric).

The purpose behind using the Future Growth Plan as part of the performance assessment is that it is specifically structured to help an educator work on areas to strengthen as identified from their formal evaluation. This plan asks for their professional growth goal (in measurable or observable terms), an action plan (with specific timelines), and how their growth has impacted the academic achievement of students.

An additional system of formal and informal classroom observations, curriculum reviews, and meetings support the staff and provide feedback from administration. Administration performs mandatory formal classroom observation with feedback at least once a year. This formal evaluation is organized around the 5 Pillars and therefore is based upon the common themes that run throughout the life of the school. Each formal observation lasts from 40 minutes to an hour. In addition to the formal evaluations, the Director of Curriculum and Instruction visits several classrooms a day followed by post observation conferences.

The PSOE teacher evaluation is included in the appendix. (attachment V)

#### *Staff Size*

With two classrooms per grade in 6 grade levels, PS2 will have a projected teaching staff of 18 classroom teachers, including 4 specials teachers (Music, Art, PE, Spanish), one special education teacher, a Recovery teacher, and 6 instructional assistants. The base salary for PSOE teachers is \$35,000, with annual cost of living raises at 3%. Additional raises or stipends are dependent on academic success and leadership alongside the staff evaluation. All PSOE staff receive the option of a 403B or PERF plan, and have the option to receive Medical, Dental, Vision, and Life Insurance at a reduced rate through the school. (see Attachment B-Site Level Salaries).

### **III. Capacity to Replicate**

The short term replication goal for Paramount School of Excellence is to replicate as a K-5 on the Near Eastside of Indianapolis to serve additional students and meet the high demand for quality schools in the area.

As the PSOE network expands and capacity of school leaders' increases, the long term goal is to replicate the model in other areas of Indianapolis, contingent upon the school having the infrastructure and land necessary for PSOE to run its model effectively.

Paramount School of Excellence is a community based school model, focusing specifically on the Near Eastside of Indianapolis. In addition to our Executive Director and staff, we have a Director of Advancement who is in charge of building community relationships, forming strategic partnerships, and locating additional funding streams. To further the mission of the school, we have a Family Allies Community Team comprised of parents to assist with community building and parent involvement. These resources, along with long term partnerships with Eli Lilly and Fairbanks, will benefit us greatly in as we replicate our model in a new neighborhood.

Paramount School of Excellence has an unparalleled approach to academics. In addition to its highly rigorous instructional frameworks, PSOE also features a supportive, multi-tiered behavioral management system known as “Recovery”. Students are also provided with opportunities for real world extensions of their academic work through an on site fully functioning farm, and availability of technology.

*Have any charters previously been revoked by any other authorizer?* No

*Have any charters been rejected for renewal?* No

*Do any of the schools have any issues related to legal compliance?* No.

*Do any of the schools have any issues (legal or otherwise) related to accessibility?* No

#### **A. Governance and Management**

##### **Board Oversight Form**

<b>Board Member Name</b>	<b>Board Member Role</b>	<b>Length of Time Served on Board</b>
<b>Col. Tom Rude</b>	<b>Board President</b>	<b>3</b>
<b>James Hazard</b>	<b>Board Member</b>	<b>4</b>
<b>Peggy Blackard</b>	<b>Board Member</b>	<b>4</b>
<b>Brittany Eldridge</b>	<b>Board Member</b>	<b>1</b>
<b>Christopher Park</b>	<b>Board Member</b>	<b>1</b>
<b>Heather Maurer</b>	<b>Board Member</b>	<b>3</b>

*Explain your collective experiences (you and the board) for establishing a high quality charter school in Indianapolis and taking stewardship of public funds:*

Paramount School of Excellence opened as a charter school in Indianapolis in 2010. Since that time, the school has developed a model for urban education that is proving to be a consistent producer of high quality seats in the urban core. Success has been evident not only for students, but also for family, staff, and the greater community. While the school has flourished academically, the organization has managed to maintain a 6% debt ratio, meeting and exceeding nearly every OEI standard for use of public funds. This model of school management will be duplicated in the 2<sup>nd</sup> Paramount school, as the organization seeks to add additional high quality seats to the Indianapolis community.

The school's executive director, Tommy Reddicks, has led the school from its inception and has played a role in four different successful charter school startups in both Colorado and Indiana. He guides the school's mission and vision, staffing, and budget process. He will continue to oversee the development of a second school. In his third year at PSOE, Tommy hired Kyle Beauchamp as an Assistant Principal. Kyle has now had multiple years of experience in the PSOE system and is well-prepared to lead the start of an additional charter school as principal.

The existing Paramount School of Excellence school board will oversee the 2<sup>nd</sup> Paramount School. Their current practices for ensuring fiscal and academic success for the organization will continue to provide value and structure to school-based policy, protocol, and procedure.

*Evidence of the Board of Directors ties to and knowledge of the local community*

The Paramount School of Excellence board of directors understands the community-based mission of, "transforming communities, changing lives." The board is made up of a strong core of professionals ranging from attorney, to CPA, to engineer, to fund raiser, to environmental science specialist. With a representative from Keep Indianapolis Beautiful on the board, the school's environmental model is supported and networked with great visibility in the Indianapolis area. Through another board relationship, SAIC Engineering directly supports the school through volunteerism, service days, and annual donations. PSOE has also become a corporate member of the Indianapolis Rotary Club, a relationship brought forward by a current board member and past president of Rotary. This affiliation regularly brings Paramount School to a platform of communication and insight with business and corporate leaders in downtown Indianapolis.

*Describe the roles and responsibilities of the school leaders and the board of directors in terms of curriculum, personnel decisions, budget allocation, and vendor selection.*

The roles and responsibilities of the school leaders (see attachment S for leadership job responsibilities) for Paramount School Two follow a direct organizational chart, with mission, vision, budgeting, and administrative/operational oversight handled by the organization's Executive Director. Serving underneath the Executive Director, the organization's Director of Operations and Director of Academics manage building operations and protect the fidelity of the PSOE academic model. The Director of Operations will oversee bookkeeping, HR, facility needs, maintenance contracts, vendors, and technology. The Director of Academics (Description in

Attachment S) works directly onsite with the school principal and teaching staff to coach academic implementation, data-driven instruction, and educational leadership.

The school principal serves as the building level leader, hiring and managing staff, maintaining a safe and legal learning environment, managing the site-based budget, handling parent communication, school discipline, scheduling, school-based events, and community relations.

Describe the process by which the board will develop policies and make decisions

The PSOE Board has general oversight of the fiscal management, basic education and policy development of the school. The Board is responsible for the sound fiscal management of the non-profit, including approval of the yearly budget, monthly review of the applications of that budget, and the selection of an approved auditor who will complete a yearly audit as prescribed by Indiana Statute.

The Board assures that the educational mission as per the charter application is maintained. The day-to-day implementation of this plan is the responsibility of the Executive Director. The Board is responsible for the hiring and evaluation of the Executive Director.

The Board will continue to institute policy within the guidelines of Federal and State law and the principles of the organization to assure the effective, efficient, and safe operation of the school. The specific roles and responsibilities relative to policy and decision making are as follows:

1. Ensure the philosophy and mission of the school are followed and in compliance with Indiana law.
2. Ensure that student performance is monitored and the school is meeting performance standards
3. Ensure operational efficiency by approving and monitoring annual budgets, plans/performance.
4. Support school management, parents, teachers, and students in a superior learning experience
5. Ensure legal and ethical integrity and maintain accountability
6. Establish policies that help the school achieve its mission and educational program

While the initial six years as a charter have provided for a sound set of policies and practices for supporting the organization, the PSOE board is committed to conservatively protecting the organization through replication. An Operations Report is submitted to the board the first Tuesday of every month, reviewing all noteworthy actions, events, encounters, processes (enrollment, demographics, etc.). This is designed to keep the board knowledgeable about day to day operations. Meeting monthly, the board focuses on procedures and processes that protect the institution, enable the school to safely operate, and provide the best support for students and staff. Any new policies beyond day to day operational or academic frameworks require a board vote. Issues arising from day to day operations creating conflict, concern, or public scrutiny often require board attention, advice, and intervention. This collaboration is welcomed by the PSOE administrative team.

Briefly detail your recruitment, selection, development, and succession for board members.

The PSOE Board maintains a Nomination Committee comprised of seated board members and members appointed by the Board Chair. The main function of this committee is to evaluate the representative needs of the board and supply a slate of candidates to fill any vacated board seats that are Board appointed. The committee will prepare a slate of candidates as they arise for the monthly board meetings.

The PSOE board is made up of an equal number of two and three-year terms. As the two year terms expire, the members will be eligible to be re-elected to a full three-year term allowing terms to be staggered and maintaining the smooth transition of board members. It will also assure the mission of the school remains the focus of new members. Membership on the Board is not restricted by term limits.

Currently, Paramount is comfortable with 6 Board members. We are looking to add value and expertise to our board, which is an ongoing process.

*Attachments:*

Board Resumes/Background Checks-Attachment C

School Director Resume-Attachment D

Paramount Innovation School Leader Resume-Attachment E

Statement of Assurances-Attachment F

Network Organizational Chart-Attachment W

Documentation of non for profit Status-Attachment X

Board Minutes Showing Support for Replication-Attachment Y

School Leader Evaluation Template-Attachment Z

## **B. Financial Management**

Paramount School of Excellence operates in compliance of all applicable Indiana laws. Operating budgets, facilities descriptions and budgets, and monthly financial statements are reviewed and approved by the Paramount School of Excellence Board. Recognized and approved accounting protocols guide daily operations and books, with oversight and vetting through Bookkeeping Plus Incorporated (BPI). PSOE will utilize approved financial software and work with CSMC and the Board to maintain accurate projections, practices and documentation of expected revenue, expenses and organizational data that impact the budget. Through an onboarding process with an internal controller, PSOE will bring HR and bookkeeping in-house in 2016 in order to ensure accurate and timely financial management. (see attachment AA-Fiscal Policies)

*If the school plans to contract with an outside provider, describe who the provider is and what services will be contracted*

The Director of Operations, reporting to the Executive Director, will oversee onsite accounting and human resources, and work with Bookkeeping Plus to ensure alignment of the budget and operating protocols within a fiduciary structure. Bookkeeping Plus has worked with PSOE in the

past and will be handling the back end support moving forward for annual audits, HR, budgeting, vouchers, payroll, and grants management. This contracted relationship will be monitored by the school's Executive Director to insure a smooth and accurate accounting process.

*Do you anticipate any fiscal policies changing or new personnel with replication? If so, how will they be trained?*

As an organization, Paramount School of Excellence does not anticipate any significant financial policy change through replication. The organization is aware that the addition of new staff and a new building (potentially owned by the Indianapolis Public School District) may present elements of change to current methods of cash flow and grant funding, and remains ready to adapt as needed to insure fiscal success.

### **C. Budget**

The initial budget for PSOE II was created from comparable line item details from the initial Paramount School of Excellence. Projections of cost have been taken from budget to actual statements from the 2015-16 budget year from PSOE. Each line item has been averaged, and then included into the new budget for PSOE II. When accounting for funds related to staffing or student revenue/expense, the amount has been adjusted in correlation to the expected enrollment or staffing of PSOE II. This has enabled us to create a budget that represents the PSOE model in preparation for replication. From this, a five-year budget prediction can be assembled. This extended budget is also based on growth patterns seen in the original PSOE school. (See Attachment A-Budget)

There are four goals for the PSOE budget process:

1. Build a sound reserve of funds for 45+ days of cash on hand
  - a. \$1,000,000 in contingency is the school goal
2. Utilize the current administrative staffing model to ensure protection of the school's academic culture
3. Use the board approved salary schedule (Attachment B-Site Level Salary's) along with an innovative fringe benefit program to incentivize the learning environment
4. Reduce debt by utilizing reserve funding as surplus amounts become available

### **Salaries & Benefits**

As an organization, PSOE recognizes it does not have the financial overhead to maintain and raise annual salaries to a level equal to local districts and townships. Additionally, staff insurance costs prohibit the organization from matching many district or township benefit plans. While the organization has raised the base salary \$5000 in the last five years, PSOE cannot establish a site-based five-year budget that doesn't leave the organization in financial risk when trying to raise salary and benefits to the level of local districts or townships. Within this reality, the organization has chosen an incentive-based bonus structure with a package of fringe benefits to incentive staff hires, and encourage staff retention. This program has shown promise with staff retention rates averaging just over 80%.



### **Supplies & Materials**

PSOE II will follow the lead of the flagship school in its conservative use of supplies and materials. School staff will have a \$250 classroom budget, with all other supplies approved by administration. Curricular supplies are intentionally budgeted at 125% of expected cost an attrition replacement program, ensuring that upgrades and large-scale curriculum orders are always covered. Office supplies are also kept down by focusing on digital materials collection and submission.

### **Professional Services**

PSOE II will pay half of the cost of the “network support” along with PSOE One. This network consists of the Executive Director, Director of Operations, Director of Academics, Director of Advancement, Accountant, Human Resources, and Executive Secretary. Along with network support, professional services help to pay for school legal, psychological testing, professional development, IT management, and other subcontracted services.

### **Technology**

PSOE II will maintain a school goal of one-to-one computing. This implementation process will take place over the first three years of operation and the budget reflects this commitment. In addition to computing, infrastructure support has also been factored into this category.

### **Building Improvement & Environmental Design**

PSOE II will continue a strong dedication to building aesthetics and environmental design for an agro-ecology program. The school intends to continue the chicken, goat, bee, and garden programs currently offered in the initial school. This will require an initial build cost as well as ongoing support for extra programming. These costs have been built into the initial budget.

### **Grant Funding**

PSOE II is budgeting for \$450,00 in startup funding from the Walton Foundation and The Mind Trust. Other noncompetitive grants included in the budget process are Charter Facility Grant, Title I, Title IIa, SPED PartB 611. The organization is currently applying for a 21<sup>st</sup> CCLC grant. Income and expenses from this afterschool program grant are both included in the budget, so should this grant fall through, there would be little impact on the overall totals. PSOE One currently receives this grant.

### **Contingency plan for a budget shortfall**

PSOE II will monitor student enrollment closely to allow for staffing adjustments. Low student enrollment past count day will be balanced with a reduction in classroom and support staff. Budgeting shortfalls will be handled through a reduction in side programming. Site-based budgeting difficulties will be managed as they occur, will be supported by the PSOE Network staff, and will be carried by PSOE One until such time that the second school can maintain independently. If deemed financially viable and legally justified, PSOE II may consider an IPS or

state charter loan to offset initial deficits until the school stabilizes.

### **Explanation of sufficient funds for special education and transportation**

The existing budget accounts for 2 FTE for a special education director and teacher. The budget also covers the cost of psychological evaluations and Speech and Language subcontracted services. This budget assumes an 18% special education population which is in line with current IPS population percentages.

### **I. Risk Management**

The Board of PSOE, as well as resources available through insurance brokers, works to identify liability and societal risks associated with the School.

Liability risks are defined as those risks most commonly associated with bodily injury or property damage whereas societal risks include events, which have an impact on the student body, their parents and the community. A breach of security would constitute a potential societal risk. It is believed that liability and societal risks must be interwoven to create a total risk management program.

The School uses accepted risk management techniques to ensure that each risk is identified and addressed. The techniques used during the initial and subsequent risk evaluations will include

OSHA audits, scheduled facility inspections, claim analysis, evaluation of the school's daily operation, and contract evaluation and monitoring.

The board, with advice from the school insurance company (as well as following the guidelines set forth by the Mayor's office) utilizes the acceptable methods of reducing the impact of loss: risk reduction, risk transfer and risk assumption. Some examples of these methods that are used in a school setting include:

#### **Risk transfer**

- Purchasing insurance or obtaining a hold harmless agreement with insurance from a Contractor.

#### **Risk reduction**

- Developing a safety awareness and education awareness program whereby it is the duty of all school personnel to report to the executive director or supervisor, any condition which may constitute a safety hazard so that the hazard may be reduced and potential losses avoided.
- Maintaining records of each loss for risk control analysis and by fire inspectors to auditing the school's safety record.

A safety committee comprised of the school's Executive Director, Director of Operations, School Safety Specialist, and Principal conduct periodic safety training programs, including a review of safety policies and procedures, for all school personnel. Training will be held each school year

during pre-service staff development.

To ensure the safety and security of students and staff the School recognizes that the ability to learn is severely hampered if student safety and security is hampered. PSOE provides a safe and secure learning environment for all students and staff by creating a climate that encourages exemplary behavior. Through the school curriculum, the teachers work with students to emphasize strong character as well as how to deal with their problems in manners acceptable to society.

PSOE provides a safe and secure environment by controlling access to the campus. All visitors to campus enter the school only through a front entrance and need to 'check in' and out of the school. They are required to wear an identification nametag. Anyone not wearing a nametag is escorted to the office and asked to sign in officially. These procedures apply whenever the school is open and during school events.

All disruptive visitors are immediately escorted off the campus. The local authorities, if needed, provide further assistance.

The School has established emergency procedures, with contingency plans, to be followed in the event the safety and security of a student, classroom, or the school is compromised. Teachers and instructional assistants receive annual training on these procedures, which are placed in a binder and prominently located in each classroom.

All teachers will have access to a two-way, walkie-talkie system that connects them to the main office and school administration. The office secretary is equipped with an alert button in the case of an office emergency. The school has 18 security cameras with a live monitoring feed available for viewing in the front office as well as online. Contingency plans have been developed to address emergency procedures in the event electricity is lost. Contingency plans have been developed to address emergency procedures in the event plumbing is lost.

Safety controls have been written into the school's transportation program for drop off and pick up. These can be found in the school handbook. Procedures are in place to ensure that children are only released to adults who are legally able to take a child from the school grounds. If students are bused, controls are in place to ensure that students board the correct bus.

Multiple levels of safety protocols have been put in place to ensure that students who receive medications, including over-the-counter, do so in a controlled environment. These procedures will remain in effect for "before and after" school programs as well as during the school day.

Some of the safety procedures include:

- A required medication instruction sheet for each medication and authorization from prepared and signed by the parent or legal guardian
- Written dispensing instructions from the attending physician(s)
- Medications in their original pharmaceutical container(s)

- Student photograph attached to the medication instruction sheet to provide graphic identification that the proper student is being provided medication
- Witnessed dispensing
- Signoff log, which will be completed by the staff member dispensing the medication and witnessed.
- All records pertaining to medication and dispensing will be maintained in a separate file cabinet.

The physical education teacher is certified in first aid and shall administer first aid to all injured students. Parents and guardians will be immediately notified following a serious injury, but in the event a parent or guardian cannot be reached, the School Principal or someone from the office staff will contact a physician with whom the school has previously planned to call in event of an emergency.

If a student becomes violent and may cause danger to him or herself or others, school has a multi-level plan of communication that will allow a teacher to administrator to seek assistance. Teachers will have access to a two-way, monitored walkie-talkie that connects them to the main office. The administrator and specific office staff will carry walkie-talkies on campus and will have cell phones for off-campus communications. Specific disruptions and actions taken are listed in the Code of Conduct. Students and staff will be instructed as to what the behavioral expectations will be at PSOE.

Teachers are trained to identify the precursors of violent or disruptive behavior so that individuals exhibiting this behavior can be monitored or isolated from the student body. PSOE will also enlist assistance from the local police department as needed to calm violent individuals while protecting other students. Students exhibiting violent behavior will be segregated from all other students and actively monitored by staff members while a plan of action is being formulated to address that particular child's needs.

*Liability Insurance (see attachment B-Liability Insurance)*

The School provides the Mayor's Office copies of certificates of insurance evidencing the types of insurance coverage in the required limits.

All full time employees are eligible to receive employee health and life insurance benefits, dental insurance and eye care. All teachers are eligible to participate in the Indiana Teachers Retirement Plan or the school's 403b Plan.

The School is equipped with approved fire equipment including fire pulls, alarm system, sprinkler system and fire extinguishers in specific designated areas. All building and fire code requirements will be followed during the renovation/expansion of the building and code compliance will be achieved prior to active occupancy. Subsequent to renovation/construction, all fire equipment is regularly checked and fire extinguishers recharged, when necessary.

An exit plan for fire is prominently posted in each room of the building with graphics and text copy that is age-appropriate. Teachers review the exit plan with all students at least two

times a year. All children will be able to exit classrooms in event of an emergency.

Unannounced fire and storm drills are held in accordance with the law. Blocked access and other emergency drills are regularly practiced to ensure safety of all students and staff.

#### **IV. Support for Learning**

##### *Structure & Culture*

The Paramount School Board realizes the importance of creating a positive and healthy school environment. It is the school's intent to provide a safe school for all students and staff. Fostering a culture that welcomes families and the community into our school at all times with an open door policy is critical to our success and fit within the community. It is important that all visitors are 'checked in' at the front entrance and wear a visitor's nametag with date and purpose of visit so all can know this person is a welcomed visitor.

It is the school's intent to provide an area for parents and volunteers to work and spend time getting to know each other; this helps to create a comfort level in the school. Parents are welcomed to serve as volunteers at the school. Paramount's Innovation School understand from the beginning that parents are a child's first and most important teacher. The school intends to further develop parenting outreach programs to engage parents in how to best help their children to be successful in school. Parents are informed weekly as to their child's progress. In addition, conferences are scheduled twice annually for all parents, or when needed or requested. A parent survey is developed asking parents to evaluate the level of satisfaction in all areas so the school can make adjustments to better serve the greater community. The school boards as well as the School Improvement/Title Improvement Committee utilize this survey for analyzing areas in need of further refinement.

Community partnerships continue to be developed to foster and encourage a support of the school. On-going meetings with pastors and business owners, and regular attendance at community organizational meetings (Homeowner Associations/NESCO, etc.) maintains open community, and develops presence and support for the School. There are many elders and young retirees that we hope to engage in mentoring as well.

Every family receives a Family Handbook at the start of each school year. Parents acknowledge receipt of the Handbook via signature of acceptance sheet. A copy of receipt is placed in child's permanent file. (see attachment CC-School Handbook).

PSOE II will be a school focused on a holistic, wrap-around model, providing a triangulation of support in three critical areas – education, social, emotional health, and the security of a place to call home. The school believes that when a child's fundamental needs are addressed, and a culture established that foster's safety, well-being, and consistency, the child is able to focus on learning and maximizing potential. Similar in concept, the Harlem Children's Zone, created by Geoffrey Canada, is founded on the premise that to truly change the lives and level the playing field for high needs' urban children, and you want them to be able to compete with their middle-class peers, you need to change everything in their lives – their schools, their neighborhoods (social behavioral health) and even the child-rearing

practices of their parents.

PSOE believes in a structured classroom environment and works to ensure students can maintain academic and social success while at school. The PSOE model incorporates alternatives to suspensions, family outreach, and health interventions in order to provide the maximum amount of support for growing learners.

Paramount School of Excellence has created a school culture that provides a safe environment for students and staff while also providing students with the opportunity to develop self-control and understand the ramifications of their behavior. PSOE implements the use of a recovery room, as well as increasing the use of techniques outlined in Positive Behavior Interventions and Supports (PBIS) systems. The “recovery plan model” implementation at Paramount succeeds in providing clearly stated rules and encouraging positive behavior, and this is accomplished in a student centered way. The discipline approach at Paramount School of Excellence possesses high expectations for student behavior, while providing mechanisms for students to value their learning community, and to understand their role in it. The behavior plan provides a well-understood structure for students, teachers, and family. Similar to a Response to Intervention format, the discipline plan begins in the classroom, with the teaching staff using positive supports and recovery procedures to maintain the learning environment. The focus on building community and recovery has been embraced by the entire school, thus creating an atmosphere of respect and acceptance.

The following content is an overview of the procedural due process for student behavior at PSOE. Processes and procedures are aligned with the Family Handbook in accordance with State Code.

#### *Teacher Facilitated Behavior Interventions*

Within the classroom each teacher is responsible for the management of student behavior and maintaining a positive academic climate through use of an assertive discipline approach. All staff receives materials related to our normed behaviors and training on this in conjunction with maintaining a positive learning environment. When a child disrupts the learning the behavior must be addressed. Classroom teachers are responsible for correcting interruptions to the learning environment to maintain the academic climate through adherence to our normed behaviors. When a child’s behavior is repeated and classroom interventions and strategies are not working a referral to administration is the next step in our discipline process.

Within any organization immediate clauses for excessive behavior are necessary. The following behaviors warrant immediate referral to the administration:

- inappropriate sexual behavior/harassment
- intimidation of another student
- behavior that is of a violent nature
- behaviors that jeopardize the safety of themselves or others
- behavior that references and/or involves a weapon
- repeated use of profanity

- destruction of school property

When a child's behavior disrupts the learning environment within the classroom and falls within the guidelines of those behaviors resolved at the classroom level, the following procedures are followed:

Level I referral: Completed record of behavior using a single-copy classroom consequence referral for documenting behavior. Level I referrals require multiple interventions to be documented and a parent phone call.

#### *Administrator Facilitated Behavioral Intervention*

When behavior warrants referral to administration after repeated intervention by teacher, and/or is necessitated by nature under the PSOE immediate clause, students are referred to an administrator and/or administrative designee for Recovery or Level II.

#### *Recovery*

As an alternative to suspension, the PSOE Recovery program seeks first to unpack student stress and then provide small group tutoring from a licensed educator for the remainder of the day with work equal to (or parallel to) the classroom environment.

#### *Level II*

A Level II Behavior referral is an out of school suspension that is received in triplicate on a school approved form. The administrator overseeing the incident must sign all referrals. All Level II referrals require same-day parent notification. In issues that arise at the end of an academic day, or afterschool, parent notification may not be feasible and may be made the following morning.

Investigations stemming from Level II Behaviors

Interview of witness:

- Students must be interviewed individually. When incident could require reporting to law enforcement or other agency, all witnesses should be sequestered and interviewed separately.
- When able, students should write their own statement. The document should be dated and signed by the student.
- Complete interview by clarifying with the child any unclear sentences on a separate page that is signed and dated by the interviewer.
- Written statements and administrative notes are attached to the discipline file.

Due process:

- After all witnesses have been interviewed; talk with student(s) charged in incident.
- Ask child (or children) involved in incident to provide names of witnesses.

- Review PSOE expectations that are relevant in incident.
- Ask child what expectations/school rules were violated.

Consequences:

- Review child's discipline folder for previous referrals, interventions and consequences.
- Check to see if child has an IEP, and if so, number of incidents in Least Restrictive Environment placement
- Follow discipline process and assign consequences accordingly. (If behavior is of severe nature, progression of days missed may be overridden with appropriate consequences)

*Note: Because student behavior is subjective and treated case by case at PSOE, certain behaviors may be excluded from any progressive disciplinary procedures.*

A licensed administrator or administrative designee (in accordance with Indiana Code) will assign all school suspensions. A copy of the School's Level I Form, Level II Form, and Due Process Policy can be found in the appendices to this application.

To sustain the academic achievement that has been achieved at Paramount, a continuous and structured system of checks and balances has been established. Teachers and administrators meet on a weekly basis to discuss the successes and struggles that maybe occurring within each grade level. As a team, administrators and educators create frameworks that are implemented on a daily basis. This creates an atmosphere of constant communication and consistency. Teachers can share with administration how they are progressing through the calendar and curriculum maps and document changes that may need to be made for the following school year.

In this process, academic success remains the focus. Professional development opportunities are offered within the educational setting that allow educators to use the resources and tools provided to make the most education gain. Teachers are given opportunities within PSOE to share their individual strengths to build on each other's strengths rather than bringing in others. This allows educators to use what they know.

The constant use of formal and informal testing along with standardized testing in the form of Acuity, mClass, ISTEP, and IREAD provides teachers and administration with a constant flow of data. Creating a format in which all data can be located and shared in a useable format is essential in the desegregation of data. This allows for time management, planning, and collaboration to occur seamlessly. It also opens the door for communication on what best practices are working within individual classrooms.

The use of "Fast Fives," "Math Congress," and "Focus Forms" are examples of best practices that are implemented throughout grade levels. Adding an administrator that meets with educators on a regular basis to discuss what is observed within the classrooms simply strengthens the academic process. Feedback and professional ownership help to establish individual classroom goals with the shared vision of improving academic achievement.



While sustaining success is important, education is always looking to improve. One such improvement occurs when revisions are documented throughout the year on curriculum maps and calendars. Educators can then use team planning and professional development opportunities to better align academic content and insure that it flows smoothly and is aligned with state testing. It also allows for revisions to be made during the current school year so that no academic time is lost. Otherwise, revisions would be made during the summer and time would be lost.

The practice of an administrator weekly, bi-weekly, or monthly observing teachers has been used to hold teachers accountable and insure that frameworks are being followed with fidelity. After each observation, the Director of Curriculum and Instruction meets with each teacher for a post-observation review. To better facilitate conversation a rubric has been created that aligns RISE expectations with Paramount frameworks. Teachers will be provided with this document and can see how personal goals are being met. It will create consistency and stability within Paramount.

The expectation for lesson plans to be submitted the week prior to instruction has always been an expectation at Paramount. The creation of a lesson plan rubric will allow teachers to receive immediate feedback on their lessons. It will also provide feedback regarding structure and lesson details. This will again provide consistency and structure so that teachers are provided feedback on how well their lessons align with Paramount frameworks.

#### *Character Education*

Character Education is an area of focus for PSOE. It is evident that there are several ways to approach character education. Research of several programs led to selection of one program, which complements the School's design. This program is *Project Wisdom*, which allow delivery of daily 30-second messages within announcements and provide powerful monthly themes that fit with a projects-based and integrated curriculum.

*Project Wisdom* allows online access for each staff -- providing resources for integration in lesson and unit designs. This program is affordable and helps to develop learners as caring, responsible, contributing members of society, and teaches children to care for and respect themselves and others.

#### *Physical Education*

Physical education is provided for all classes. Classroom aides may be asked to assist the PE teacher on a rotating basis as needed. The classroom teacher will find this time an opportunity for planning or small group reading instruction in grades K, 1, and 2. Grades 3-5 may use the same arrangement if necessary. No student will be denied PE as a method of disciplining the student. PE instruction will be tailored to the student's level of proficiency. An emphasis will be placed on developing an awareness and appreciation of lifelong healthful activities. Health education will also be a part of the PE program. This portion of the curriculum will increase the students' awareness of healthful living habits. Intertwining the PE program with the academic program maximizes the instructional day and infuses small group instruction.

### *Music and Art*

The music and art teachers will follow State Academic Standards and the Core Knowledge Curriculum in grades K-8. Art and music will be integrated aligning with the scope and sequence of the core classroom teachers to create a more meaningful learning experience.

### *World Language*

The linguistic and cultural components of the language program help students better understand and learn their own language as well as languages of other people. Additionally, language study offers the following benefits:

**Cognitive training:** One of the virtues of learning a second language is that it trains the brain and enhances the logical and reasoning powers of the mind. It promotes the skills of analysis, of memory, and of drawing inferences.

**General educational value of understanding language:** An educated person should develop an awareness of the nature of language and language learning; in other words, know something of how language itself works as part of both the human mind and of society.

**Access to higher education:** Mastery of a second language provides the opportunity to attain higher education in the other countries or in the United States, where many colleges and universities require second language classes for admission.

**Understanding of foreign cultures:** As our world continues to shrink, and as we continue to cross boundaries—physical, geographic, political, religious, cultural, etc.—the need to develop international understanding becomes more and more vital for global communication. The World Languages program aligns with the Indiana Academic Standards, developing proficiency and appreciation for languages other than English, and an appreciation for cultures other than their own. Developing in students' perspective as a global citizen is a critical part of the PSOE design.

### *Urban Farm*

This discovery zone focuses on environmental sustainability. This area has an emphasis on food, wellness, composting, gardening, beekeeping, chickens, goats, cheese making, and animal husbandry. Its key features are:

- A 25-chicken coop
- A 7-goat dairy operation
- A 4-hive Apiary
- A 10,000 square foot gardening space
- A Greenhouse
- An outdoor classroom
- A 2200 gallon water collection system
- An outdoor farmer's market

Imagine walking into the backyard of the school and seeing free-range chickens at your feet. Dairy goats walk up to you and nudge you for attention. With wind turbines spinning overhead, the garden vegetables peek out from under broad green leaves.

### *Family-School Partnerships*

Working with existing parents, school leadership has formed a team, lead by the Principal, which assists the parents in the organization and development of a school community organization (SCO). The administration assists in the development of bylaws and a communication component to assure the smooth movement of information from the school's leadership to the parent's organization and from the parent's organization to the school's leadership.

The School Executive Director is the conduit of this information to the Board. The SCO may choose to have a representative who will make a periodic report to the PSOE Board.

In recognition of poor family attendance at family-oriented meetings at the school, PSOE has created the Family Allies Community Team (FACT). This group of paid staff is tasked with making coordinated home visits with families having difficulty interacting with the school. The PSOE FACT team utilizes educational backpacks, community resources, community spaces, and school-based information to bridge gaps in the school-family partnership. The PSOE FACT model is rooted the concept behind Academic Parent Teacher Teams (APTT), but utilizes staff members rather than teachers due to the work and time constraints placed on urban educators.

### *Parent Satisfaction*

It is our intent to provide an area for parents and volunteers to work and spend time getting to know each other; this will help to create a comfort level in the school. PSOE holds two parenting workshops annually to engage parents in how to best help their children succeed in school. Parents are informed weekly as to their child's progress. In addition, conferences are scheduled twice annually for all parents or when needed or requested. A parent survey is utilized every year by the school evaluation team, asking parents to evaluate the level of satisfaction in all areas so the school can make adjustments to better serve our students and parents. The results are shared with the school and published online as part of the school's annual report.

## **A. Special Student Populations**

The populations of students who choose to attend the Paramount School of Excellence each year mandate many of the decisions surrounding staffing the school. The school's principal hires licensed, highly qualified staff members to provide services for students with exceptionalities, including students with disabilities and Limited English Proficient (LEP). PSOE partners with a licensed professional to provide oversight and meet the evaluation needs of the special education population. (see attachment DD-Special Education Handbook). Paramount is currently working with a professional consultant to create a more comprehensive Special Education Policy Handbook. This will be incorporated into summer 2017 professional development with the staff of PSOE II.

The special education director works with the school principal to ensure the school meets specifications of (special education laws) IAC 511, Article 7, and Federal Law IDEA, ADA 1990 and Part 504 of the Rehabilitation Act of 1973, for identification of children with potential special needs. There is an on-going assessment process to determine if a child is of special needs. PSOE treats all children on an individual professional basis. The Indiana Administrative Code is followed. It includes but is not limited to:

- a Non-Discriminatory Policy Regarding Identification, Location, Evaluation and Selection
- IDEA eligible students
- IEP's developed in meetings with parents/guardians and the IEP Committee
- least restrictive environment
- parent/Student participation in decisions
- procedural due process

Student needs are supported through the interventions determined by a Multidisciplinary Education Team (MET). Students are identified and evaluated in accordance with state and federal regulations. The following is a list of services that are provided to serve the needs of the exceptional student population:

- Those students who require extra services or instructional assistance are pulled-out of the regular classroom for tutoring by a certified ESE teacher
- Consultation and collaboration. Students who do not require “pull-out” services but require some assistance per the IEP will receive extensive monitoring
- Speech Therapy, Physical Therapy & Occupational Therapy-Contracted through PSOE
- Enriched Curriculum for gifted students

LEP students are assessed upon entering the school. The teachers receive training to develop teaching strategies to better serve this population.

A DOE-sourced timeline has been put in place to accommodate the LEP students in a timely manner:

- Home Language Survey: Date of registration or within first week of school
- Classification of ESOL Levels: Twenty days after registration or return of survey
- Student Placement in ESOL: One month after student enters PSOE
- Teacher Certification/Personnel: Establish schedule upon opening of school
- Post Program Review: One month after student enters PSOE
- Reclassification or Exiting of ESOL Students: Any point in year after 4 months of assessment

The ESE and LEP staff members are responsible for assisting the classroom teacher in designing a classroom that meets the needs of these students as well as the other students in the class. Therefore, it is the intent of the school to continue the use of an inclusion model to its fullest possible extent. It is understood that this may not always meet the needs of the students in each class. When the students require extended services, it is the intent of the school, whenever

possible, to use flexible time within the day to provide students the added instruction or services needed to ensure success.

When the students require extended services, it will be the design of the school, whenever possible, to use the early morning preparation time or the end of school study time to give these students the added instruction or services they require. The intent of this design is to keep these students from being seen as exceptional. During these two periods, other students will be receiving focused instruction to eliminate the stigma that students often associate with ESE or LEP services.

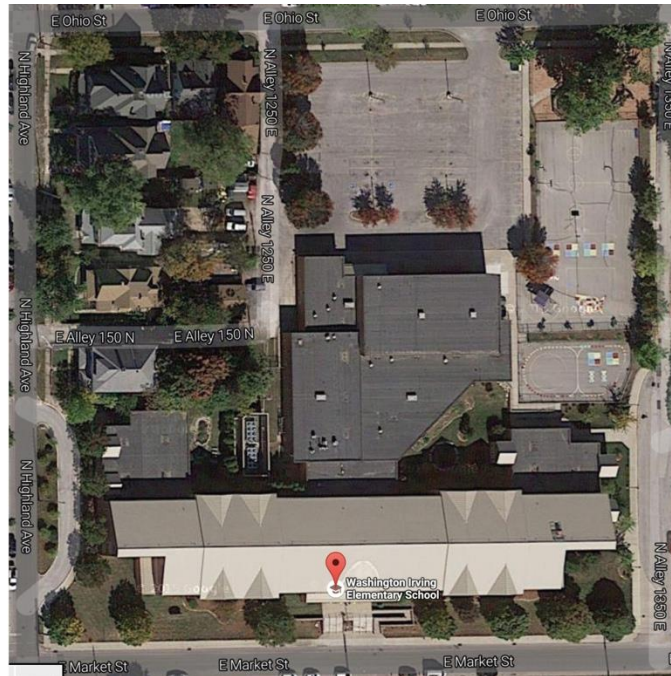
Staff members have multiple opportunities throughout the year for professional development with our special education coordinator. Once per month, our special education team collaborates with each grade level team to discuss instructional practices and strategies for working with our special needs students. Twice per year, our special education coordinator provides whole staff training in special education compliance, IEP implementation, and positive behavioral strategies.

## **B. Community Partnerships**

Paramount School of Excellence has forged partnerships with community businesses and organizations both on the Near Eastside and around Indianapolis. Community Health supplies our school nurses, The Fairbanks and Lilly Foundation provide additional funding sources, and Rooney Foundation assists with school data and academic consultation. Our partnerships with *Teach Plus* and The Mind Trust have provided us the opportunity to grow and recruit high quality teachers. These partnerships will have a direct positive impact on students at the Innovation site from an academic, emotional, and health perspective.

In addition to the city wide partners, Paramount has also developed partnerships on the Near Eastside of Indianapolis. This includes the Brookside Neighborhood Association, which plans And organizes community functions monthly. (see attachment EE-Community Partnerships & attachment FF Letters of Support).





### *Timeline for Site Selection*

Paramount's Innovation leaders would like to secure the Washington Irving facility as soon as

possible as the location for our new school. However, a more realistic timeline for securing a physical site is contingent upon IPS' readiness to present options.

#### **D. Transportation**

PSOE II will utilize (as negotiated) IPS transportation for students in the school-community boundary. The school assumes no transportation cost from IPS for normal operations. The school will abide by the McKinney-Vento Education of Homeless Children and Youth Assistance Act, ensuring access to education.

In the event PSOE II does not provide transportation, the school will work with parents to devise feasible and safe car pool or walking arrangements for as many students as possible. Such arrangements will reduce the amount of dollars spent on transportation and increase the available funds for the education of the children. Communication with parents' guide current and future plans.

For field trips and other transportation-related situations, operators of transportation vehicles will hold a valid driver's license-class A, B or C, have a clean record of safety, have received an annual physical within 60 days of operating the vehicle, and participated in the Department of Education's drivers educational program. Appropriate drug testing protocols will be implemented to ensure all drivers meet the safety requirements under law.

Students will receive instruction in emergency evaluation and safe riding on school busses. Paramount Innovation School will follow all rated recommendations of bus safety and state regulations. Auto liability insurance will be purchased to ensure proper coverage.

Paramount's replication school is open to the possibility of providing transportation at the new location, within the defined boundaries.

#### **V. Timeline**

Paramount's Innovation School will open in August of 2017. In collaboration with The Mind Trust, OEI, and Indianapolis Public Schools, Paramount will adhere to the attached timeline. (attachment GG-Timeline).



## List of Attachments:

- A.....Budget
- B.....Salary Scale/Personnel Plan
- C.....Board Resumes/Background Checks
- D.....School Director Resume
- E.....New School Leader Resume
- F.....Statement of Assurances
- G.....School Specific Goals
- H.....Evidence of School Specific Goals
- I.....Technical Requirements Checklist
- J.....Survey Data
- K.....Historical Student Retention Rates
- L.....Recruitment Process

M.....	School Calendar
N.....	Student Exit Standards
O.....	Student Promotion Policy
P.....	Sample 5 <sup>th</sup> Grade Lesson Plan
Q.....	Sample 3 <sup>rd</sup> Grade Lesson Plan
R.....	Assessment Calendar
S.....	Job Descriptions
T.....	Staff Recruitment Plan
U.....	Professional Development Calendar
V.....	Teacher Evaluation Rubric
W.....	Network Organizational Chart
X.....	Documentation of Non for Profit Status
Y.....	Board Minutes

Z.....	School Leader Evaluation Template
AA.....	Fiscal Policies
BB.....	Documentation of Liability Insurance
CC.....	Student/Family Handbook
DD.....	Special Education Policy Manual
EE.....	Community Partnerships
FF.....	Letters of Support
GG.....	Timeline for Replication



November 17, 2016

Tommy Reddicks  
Executive Director  
Paramount School of Excellence  
3020 Nowland Avenue  
Indianapolis, IN 46201

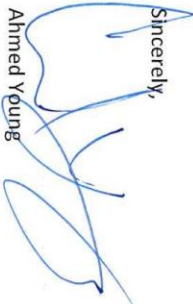
Dear Tommy

Congratulations! This letter serves as an official notification that the Indianapolis Charter School Board approved the establishment of Paramount School of Excellence 2 on Wednesday, November 9, 2016.

The Mayor's Office is confident that Paramount School of Excellence 2 will be a strong, innovative addition to our City's public school system and will provide real educational options for students in our community.

The pre-opening process will begin shortly. If you need to contact me before then, you may email me at [Ahmed.Young@indy.gov](mailto:Ahmed.Young@indy.gov) or call at 317.327.5527.

Sincerely,

  
Ahmed Young  
Director of Charter Schools  
City of Indianapolis

Cc: Thomas Rude, Board Chairperson  
Kyle Beauchamp, School Leader





Tommy Reddicks, Executive Director  
 Paramount Schools of Excellence  
 3020 Nowland Avenue  
 Indianapolis, IN 46201

January 23, 2018

Letter of Support

Collaborating Institutions: Lutherwood and Paramount Schools of Excellence: School 2

SUBJECT: Support for Partnership

Dear Paramount Schools of Excellence,  
 As the Executive Director and Chief Executive Officer for Lutheran Child & Family Services & The Foundation for Lutheran Child and Family Services, Indiana, Inc., I'd like to offer this letter of support. This letter signifies the work our organization has undergone to collaborate for the purpose a proposed business arrangement between Lutherwood and the Paramount Schools of Excellence second site.

This effort began as a collaboration facilitated by Community Health Networks in December of 2017, and has been ongoing between the Lutherwood Agency Board, the Lutherwood Child and Family Services Foundation Board, and the Paramount Schools of Excellence Board, all for the purpose of leasing the Lutherwood facility for educational use in the 2018-19 school year.

All parties have set February as the deadline for establishing final details for an agreement, and it is the intent of all parties to find a collaborative path forward at our facility located at 1525 N. Ritter Avenue in Indianapolis, IN.

Sven Schumacher  
 Executive Director  
 Lutheran Child & Family Services

Rachael Fisher, LCSW  
 Executive Director Of Operations  
 Community Health Network

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Lutherwood Residential Treatment • Community-Based Programs • Sharing Place • Trinity House • YouthBuild-Indy  
 1525 N. Ritter Ave. • Indianapolis, IN 46219 • 317-359-5467 • Fax: 317-322-4095 • [www.lutheranfamily.org](http://www.lutheranfamily.org)



**Appendix B Budget**

**PSOE II Uploaded the Budget to the IDOE CSP Portal per IDOE Guidance**

**Appendix C IDOE Annual Reports from PSOE**



# Paramount School Of Excellence Inc

## 2016 Annual Performance Report

**Paramount School Of Excellence Inc, Indianapolis 9680**

Indicator	Corporation Results				State
	'13-'14	'14-'15	'15-'16	'16-'17	Total
Student Enrollment	528	616	653	719	1,133,380
American Indian	1	1	1	1	250
Asian	1	1	1	3	6,670
Black	240	287	314	335	59,433
Hispanic	76	83	92	117	33,029
Multiracial	46	66	64	76	10,358
White	164	178	181	186	75,630
Kindergarten	74	81	78	104	13,742
Grade 1	94	93	85	83	13,976
Grade 2	69	81	93	84	14,336
Grade 3	75	73	77	92	15,366
Grade 4	66	70	85	85	13,379
Grade 5	52	77	78	82	13,772
Grade 6	42	56	62	72	13,217
Grade 7	35	48	57	68	13,270
Grade 8	21	37	38	49	13,157
Free/Reduced Price Meals	473	554	548	629	111,316
Paid Meals	55	62	105	90	74,174
Special Education	86	103	121	120	6,046
General Education	442	513	532	599	179,444
Number of Certified Teachers	29	30	39		59,669
Number of National Board Certified Teachers	0	0	0		187
Total Expenditure Per Pupil Three Year Average	\$11,227	\$11,273	\$9,163		\$11,195
Percent Academic Achievement Expenditures	46.4	49.8	43.2		48.9
Percent Instructional Support Expenditures	17.2	24.5	28.1		8.4
Percent Overhead and Operations Expenditures	14.7	15.6	17.4		22.9
Percent Non-Operating Expenditures	21.7	10	11.4		19.8

Corporation Goals for Expenditure Categories in Indiana Code 20-42.5-3-5

\*\*\* Suppressed

# Paramount School Of Excellence Inc

## 2016 Annual Performance Report

### Paramount School Of Excellence Inc, Indianapolis 9680

Indicator	Corporation Results				State
	'13-'14	'14-'15	'15-'16	'16-'17	Total
Teacher Salary Range - Minimum	\$35,000	\$35,000	\$30,000		\$24,000
Teacher Salary Range - Maximum	\$55,000	\$56,650	\$65,000		\$90,000
Number of Students in Special Education	86	103	121		162,714
Percent of Students in Special Education	16.3	16.7	18.5		15.0
American Indian	***	***	***		18.2
Asian	***	***	***		5.9
Black	14.6	17.1	16.2		16.6
Hispanic	14.5	10.8	12.0		12.6
Multiracial	17.4	21.2	21.9		16.2
Native Hawaiian or Other Pacific Islander	0	0	0		10.8
White	19.5	17.4	24.3		15.3
Pre-Kindergarten	0	0	0		37.1
Kindergarten	8.1	12.3	7.7		11.9
Grade 1	9.6	12.9	18.8		12.9
Grade 2	27.5	17.3	14.0		14.3
Grade 3	14.7	21.9	16.9		15.5
Grade 4	16.7	22.9	22.4		16.7
Grade 5	21.1	13.0	33.3		16.7
Grade 6	19.1	21.4	12.9		16.2
Grade 7	11.4	16.7	26.3		15.3
Grade 8	33.3	13.5	13.2		15.0
Grade 9	0	0	0		14.4
Grade 10	0	0	0		14.0
Grade 11	0	0	0		13.0
Grade 12	0	0	0		13.3
Grade 12+/Adult	0	0	0		63.8
Free/Reduced Price Meals	16.7	17.5	19.7		18.6
Paid Meals	12.7	9.7	12.4		11.6

Corporation Goals for Expenditure Categories in Indiana Code 20-42.5-3-5

\*\*\* Suppressed

# Paramount School Of Excellence Inc

## 2016 Annual Performance Report

### Paramount School Of Excellence Inc, Indianapolis 9680

Indicator	Corporation Results				State
	'13-'14	'14-'15	'15-'16	'16-'17	Total
Number of Students in Gifted and Talented Education	1	26	49		149,810
Percent of Students in Gifted and Talented Education	0.2	4.2	7.5		14.3
American Indian	***	***	***		10.3
Asian	***	***	***		25.8
Black	0.0	2.4	5.1		5.7
Hispanic	0.0	7.2	4.3		7.7
Multiracial	0.0	6.1	9.4		12.1
Native Hawaiian or Other Pacific Islander	0	0	0		12.9
White	0.6	5.1	12.7		16.7
Pre-Kindergarten	0	0	0		0.0
Kindergarten	0.0	0.0	0.0		6.4
Grade 1	0.0	0.0	2.4		9.5
Grade 2	0.0	0.0	7.5		11.5
Grade 3	0.0	0.0	13.0		12.7
Grade 4	0.0	1.4	5.9		13.6
Grade 5	1.9	0.0	5.1		14.8
Grade 6	0.0	10.7	16.1		15.7
Grade 7	0.0	14.6	8.8		17.6
Grade 8	0.0	32.4	15.8		17.8
Grade 9	0	0	0		16.7
Grade 10	0	0	0		16.8
Grade 11	0	0	0		17.7
Grade 12	0	0	0		18.6
Grade 12+/Adult	0	0	0		0.2
Free/Reduced Price Meals	0.0	3.4	7.1		6.8
Paid Meals	1.8	11.3	9.5		21.3
Special Education	0.0	0.0	1.7		3.0

Corporation Goals for Expenditure Categories in Indiana Code 20-42.5-3-5

\*\*\* Suppressed

# Paramount School Of Excellence Inc

## 2016 Annual Performance Report

**Paramount School Of Excellence Inc, Indianapolis 9680**

Indicator	Corporation Results				State
	'13-'14	'14-'15	'15-'16	'16-'17	Total
General Education	0.2	5.1	8.8		16.3
Number of Students Receiving Free or Reduced Lunches	473	554	548		526,191
Percent of Students Receiving Free or Reduced Price Lunches	89.6	89.9	83.9		48.2
American Indian	***	***	***		53.1
Asian	***	***	***		41.1
Black	95.8	95.8	88.5		76.5
Hispanic	98.7	96.4	89.1		74.1
Multiracial	73.9	84.8	79.7		61.6
Native Hawaiian or Other Pacific Islander	0	0	0		55.1
White	80.5	79.2	74.6		38.3
Pre-Kindergarten	0	0	0		43.1
Kindergarten	90.5	87.7	84.6		52.5
Grade 1	90.4	88.2	87.1		53.8
Grade 2	89.9	92.6	84.9		53.6
Grade 3	85.3	91.8	85.7		53.2
Grade 4	83.3	88.6	80.0		51.4
Grade 5	96.2	90.9	84.6		50.8
Grade 6	92.9	92.9	80.6		49.5
Grade 7	91.4	91.7	84.2		48.0
Grade 8	90.5	83.8	81.6		47.3
Grade 9	0	0	0		45.8
Grade 10	0	0	0		43.4
Grade 11	0	0	0		41.0
Grade 12	0	0	0		37.6
Grade 12+/Adult	0	0	0		49.6
Special Education	91.9	94.2	89.3		59.9
General Education	89.1	89.1	82.7		46.2

Corporation Goals for Expenditure Categories in Indiana Code 20-42.5-3-5

\*\*\* Suppressed

# Paramount School Of Excellence Inc

## 2016 Annual Performance Report

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Percent of Students Receiving Free or Reduced Price Lunches	89.6	89.9	83.9		48.2
American Indian	***	***	***		53.1
Asian	***	***	***		41.1
Black	95.8	95.8	88.5		76.5
Hispanic	98.7	96.4	89.1		74.1
Multiracial	73.9	84.8	79.7		61.6
Native Hawaiian or Other Pacific Islander	0	0	0		55.1
White	80.5	79.2	74.6		38.3
Pre-Kindergarten	0	0	0		43.1
Kindergarten	90.5	87.7	84.6		52.5
Grade 1	90.4	88.2	87.1		53.8
Grade 2	89.9	92.6	84.9		53.6
Grade 3	85.3	91.8	85.7		53.2
Grade 4	83.3	88.6	80.0		51.4
Grade 5	96.2	90.9	84.6		50.8
Grade 6	92.9	92.9	80.6		49.5
Grade 7	91.4	91.7	84.2		48.0
Grade 8	90.5	83.8	81.6		47.3
Grade 9	0	0	0		45.8
Grade 10	0	0	0		43.4
Grade 11	0	0	0		41.0
Grade 12	0	0	0		37.6
Grade 12+/Adult	0	0	0		49.6
Special Education	91.9	94.2	89.3		59.9
General Education	89.1	89.1	82.7		46.2

Corporation Goals for Expenditure Categories in Indiana Code 20-42.5-3-5

\*\*\* Suppressed

# Paramount School Of Excellence Inc

## 2016 Annual Performance Report

**Paramount School Of Excellence Inc, Indianapolis 9680**

Indicator	Corporation Results				State
	'13-'14	'14-'15	'15-'16	'16-'17	Total
Number of Limited English Proficiency Students	44	40	37		53,614
Percent of Limited English Proficiency Students	8.3	6.5	5.7		4.8
American Indian	***	***	***		2.4
Asian	***	***	***		32.2
Black	0	0.4	0		1.2
Hispanic	51.3	41.0	35.9		32.5
Multiracial	6.5	3.0	3.1		0.6
Native Hawaiian or Other Pacific Islander	0	0	0		22.1
White	1.2	1.7	1.1		0.5
Pre-Kindergarten	0	0	0		0.2
Kindergarten	8.1	3.7	6.4		8.6
Grade 1	9.6	7.5	5.9		9.0
Grade 2	2.9	8.6	7.5		9.2
Grade 3	9.3	0	9.1		6.9
Grade 4	7.6	8.6	2.4		4.3
Grade 5	15.4	9.1	2.6		3.7
Grade 6	2.4	7.1	9.7		3.6
Grade 7	8.6	6.3	5.3		3.7
Grade 8	14.3	8.1	0		3.8
Grade 9	0	0	0		4.0
Grade 10	0	0	0		2.2
Grade 11	0	0	0		2.9
Grade 12	0	0	0		2.1
Grade 12+/Adult	0	0	0		4.4
Free/Reduced Price Meals	9.1	7.0	5.8		8.0
Paid Meals	1.8	1.6	4.8		1.9
Special Education	7.0	4.9	4.1		4.8

Corporation Goals for Expenditure Categories in Indiana Code 20-42.5-3-5

\*\*\* Suppressed

## Paramount School Of Excellence Inc

### 2016 Annual Performance Report

**Paramount School Of Excellence Inc, Indianapolis 9680**

Indicator	Corporation Results				State
	'13-'14	'14-'15	'15-'16	'16-'17	Total
General Education	8.6	6.8	6.0		4.8
Total ISTEP+ Remediation Funding	\$2,322	\$1,078	N/A		N/A
Intra District Mobilty	0	0	0		0
Inter District Mobility	30.5	24.5	21.5		0

Corporation Goals for Expenditure Categories in Indiana Code 20-42.5-3-5

\*\*\* Suppressed

## Paramount School Of Excellence Inc

### 2016 Annual Performance Report

**Paramount School Of Excellence Inc, Indianapolis 9680**

Indicator	Corporation Results				State
	'13-'14	'14-'15	'15-'16	'16-'17	Total
General Education	8.6	6.8	6.0		4.8
Total ISTEP+ Remediation Funding	\$2,322	\$1,078	N/A		N/A
Intra District Mobilty	0	0	0		0
Inter District Mobility	30.5	24.5	21.5		0

Corporation Goals for Expenditure Categories in Indiana Code 20-42.5-3-5

\*\*\* Suppressed



# Paramount School Of Excellence Inc

## 2016 Annual Performance Report

### Paramount School of Excellence, Indianapolis 5508

Indicator	School Results				State
	'13-'14	'14-'15	'15-'16	'16-'17	Total
A-F Accountability Grade	A	A	A		
Student Enrollment	528	616	653	719	1,133,380
American Indian	1	1	1	1	250
Asian	1	1	1	3	6,670
Black	240	287	314	335	59,433
Hispanic	76	83	92	117	33,029
Multiracial	46	66	64	76	10,358
White	164	178	181	186	75,630
Kindergarten	74	81	78	104	13,742
Grade 1	94	93	85	83	13,976
Grade 2	69	81	93	84	14,336
Grade 3	75	73	77	92	15,366
Grade 4	66	70	85	85	13,379
Grade 5	52	77	78	82	13,772
Grade 6	42	56	62	72	13,217
Grade 7	35	48	57	68	13,270
Grade 8	21	37	38	49	13,157
Free/Reduced Price Meals	473	554	548	629	111,316
Paid Meals	55	62	105	90	74,174
Special Education	86	103	121	120	6,046
General Education	442	513	532	599	179,444
Number of Certified Teachers	29	30	39		59,669
Percentage of Students Passing IREAD	92.9	95.7	94.4		89.3
Black	90.3	97.0	91.7		79.5
Hispanic	***	***	100.0		81.7
Multiracial	***	***	***		89.3
White	96.0	90.5	94.1		92.8
Free/Reduced Price Meals	91.7	95.7	93.8		84.2

\* In 2014-15 Indiana transitioned to new, more rigorous college-and-career ready standards and a new statewide assessment to measure these standards. Therefore, results are not comparable to previous data.

\*\*\* Suppressed

# Paramount School Of Excellence Inc

## 2016 Annual Performance Report

### Paramount School of Excellence, Indianapolis 5508

Indicator	School Results				State
	'13-'14	'14-'15	'15-'16	'16-'17	Total
Paid Meals	100.0	***	***		95.5
Special Education	63.6	91.7	75.0		
General Education	100.0	96.6	98.3		
* Grade 3 Percent Passing ISTEP+ Math Standard	83.3	73.6	79.7		60.0
Black	82.1	67.6	75.6		33.9
Hispanic	***	***	***		46.8
Multiracial	***	***	***		54.1
White	87.5	71.4	94.4		67.2
Free/Reduced Price Meals	80.4	74.6	79.7		46.6
Paid Meals	100.0	***			74.6
Special Education	***	62.5	75.0		36.9
General Education	90.2	76.8	80.6		64.0
* Grade 3 Percent Passing ISTEP+ Language Arts Standard	89.7	84.7	77.0		68.9
Black	93.1	75.7	70.2		47.8
Hispanic	***	***	***		56.7
Multiracial	***	***	***		66.6
White	88.0	95.2	94.4		74.9
Free/Reduced Price Meals	87.9	85.7	77.0		56.8
Paid Meals	100.0	***			82.1
Special Education	63.6	62.5	41.6		37.5
General Education	96.1	91.1	83.8		74.4
* Grade 4 Percent Passing ISTEP+ Math Standard	75.8	79.7	75.0		62.3
Black	66.7	75.0	70.5		37.1
Hispanic	76.9	80.0	72.7		50.1
Multiracial	***	***	***		57.4
White	90.5	87.0	85.7		68.7
Free/Reduced Price Meals	71.9	79.3	75.7		49.1

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\*\*\* Suppressed

# Paramount School Of Excellence Inc

## 2016 Annual Performance Report

**Paramount School of Excellence, Indianapolis 5508**

Indicator	School Results				State
	'13-'14	'14-'15	'15-'16	'16-'17	Total
Paid Meals	***	81.8	***		75.8
Special Education	60.0	56.3	80.0		34.8
General Education	77.4	86.8	73.6		67.4
* Grade 4 Percent Passing ISTEP+ Language Arts Standard	78.5	77.1	86.1		68.1
Black	85.2	75.8	85.2		46.0
Hispanic	53.8	80.0	90.9		53.6
Multiracial	***	***	***		64.8
White	85.0	78.3	85.7		74.4
Free/Reduced Price Meals	75.9	76.3	87.1		55.5
Paid Meals	***	81.8	***		81.0
Special Education	***	50.0	62.5		32.7
General Education	83.0	85.2	92.8		74.6
* Grade 4 Percent Passing ISTEP+ Science Standard	68.7	65.2	62.5		64.7
Black	60.7	59.4	50.0		32.6
Hispanic	53.8	50.0	72.7		47.4
Multiracial	***	***	***		59.7
White	90.5	78.3	71.4		73.4
Free/Reduced Price Meals	65.5	63.8	62.8		50.0
Paid Meals	***	72.7	***		79.5
Special Education	45.5	56.3	40.0		38.2
General Education	71.7	67.9	68.4		69.5
* Grade 5 Percent Passing ISTEP+ Math Standard	88.4	79.7	91.5		65.5
Black	94.1	78.8	96.6		41.4
Hispanic	72.7	69.2	***		55.7
Multiracial	***	***	***		59.4
White	92.3	94.4	92.3		71.3
Free/Reduced Price Meals	87.8	79.7	91.0		53.3

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# Paramount School Of Excellence Inc

## 2016 Annual Performance Report

**Paramount School of Excellence, Indianapolis 5508**

Indicator	School Results				State
	'13-'14	'14-'15	'15-'16	'16-'17	Total
Paid Meals	***	80.0	***		77.7
Special Education	***	***	96.1		36.4
General Education	84.4	83.3	88.8		70.9
* Grade 5 Percent Passing ISTEP+ Language Arts Standard	77.5	61.8	78.8		63.3
Black	68.8	59.4	70.0		41.4
Hispanic	70.0	46.2	***		52.5
Multiracial	***	***	***		59.9
White	91.7	77.8	80.7		68.7
Free/Reduced Price Meals	76.3	57.6	77.6		50.4
Paid Meals	***	***	***		76.0
Special Education	***	***	65.3		25.6
General Education	81.3	66.1	86.6		70.2
* Grade 5 Percent Passing ISTEP+ Social Science Standard	37.2		40.0		63.7
Black	17.6		13.7		33.3
Hispanic	45.5		***		46.6
Multiracial	***		***		59.1
White	46.2		53.8		71.8
Free/Reduced Price Meals	34.1		37.8		48.1
Paid Meals	***		***		79.1
Special Education	***		24.0		33.1
General Education	37.5		48.8		69.3
* Grade 6 Percent Passing ISTEP+ Math Standard	100.0	71.7	89.6		59.7
American Indian	***				54.6
Black	100.0	60.9	91.6		33.1
Hispanic	***	76.9	76.9		47.3
Multiracial	***	***	***		54.8
White	100.0	84.6	100.0		65.7

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# Paramount School Of Excellence Inc

## 2016 Annual Performance Report

### Paramount School of Excellence, Indianapolis 5508

Indicator	School Results				State
	'13-'14	'14-'15	'15-'16	'16-'17	Total
Free/Reduced Price Meals	100.0	69.6	91.0		45.4
Paid Meals	***	***	***		73.2
Special Education	***	66.7	***		24.9
General Education	100.0	73.2	100.0		65.8
* Grade 6 Percent Passing ISTEP+ Language Arts Standard	96.9	75.5	75.8		66.3
American Indian	***				65.6
Black	91.7	60.9	75.0		45.7
Hispanic	***	76.9	69.2		55.2
Multiracial	***	***	***		63.2
White	100.0	92.3	83.3		71.2
Free/Reduced Price Meals	96.6	76.1	76.7		53.6
Paid Meals	***	***	***		78.2
Special Education	***	58.3	***		25.4
General Education	100.0	80.5	85.7		73.4
* Grade 6 Percent Passing ISTEP+ Science Standard	44.1	45.3	53.4		65.0
American Indian	***				65.4
Black	16.7	26.1	58.3		33.4
Hispanic	***	61.5	30.7		48.3
Multiracial	***	***	***		60.6
White	53.8	61.5	66.6		72.7
Free/Reduced Price Meals	41.9	43.5	53.5		49.6
Paid Meals	***	***	***		79.4
Special Education	***	8.3	***		31.9
General Education	41.4	56.1	58.0		70.8
* Grade 7 Percent Passing ISTEP+ Math Standard	93.5	82.2	77.0		52.2
American Indian		***			48.5
Black	85.7	81.8	78.2		25.8

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# Paramount School Of Excellence Inc

## 2016 Annual Performance Report

**Paramount School of Excellence, Indianapolis 5508**

Indicator	School Results				State
	'13-'14	'14-'15	'15-'16	'16-'17	Total
Hispanic	***	***	***		39.0
Multiracial	***	***	***		44.8
White	***	72.7	75.0		58.4
Free/Reduced Price Meals	93.1	84.6	75.5		36.6
Paid Meals	***	***	***		66.2
Special Education	***	***	53.8		19.3
General Education	92.3	82.5	85.7		57.6
* Grade 7 Percent Passing ISTEP+ Language Arts Standard	90.6	80.4	85.1		67.5
American Indian		***			64.9
Black	85.7	82.6	77.2		45.2
Hispanic	***	***	***		56.0
Multiracial	***	***	***		63.6
White	***	72.7	91.6		72.6
Free/Reduced Price Meals	90.0	82.1	86.3		53.4
Paid Meals	***	***	***		79.8
Special Education	***	***	71.4		24.9
General Education	92.3	85.4	90.9		74.3
* Grade 7 Percent Passing ISTEP+ Social Science Standard	50.0		27.0		67.2
Black	35.7		13.0		40.6
Hispanic	***		***		56.6
Multiracial	***		***		62.4
White	***		50.0		72.8
Free/Reduced Price Meals	46.7		28.8		52.1
Paid Meals	***		***		80.4
Special Education	***		0.0		31.2
General Education	53.8		37.1		72.9
* Grade 8 Percent Passing ISTEP+ Math Standard	88.2	66.7	97.2		53.3

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# Paramount School Of Excellence Inc

## 2016 Annual Performance Report

### Paramount School of Excellence, Indianapolis 5508

Indicator	School Results				State
	'13-'14	'14-'15	'15-'16	'16-'17	Total
American Indian			***		55.1
Black	***	68.8	94.1		26.5
Hispanic	***	***	***		39.6
Multiracial	***	***	***		46.9
White	***	63.6	***		59.5
Free/Reduced Price Meals	85.7	67.9	97.2		37.0
Paid Meals	***	***			67.4
Special Education	***	***	***		18.9
General Education	90.9	69.7	100.0		58.7
* Grade 8 Percent Passing ISTEP+ Language Arts Standard	72.2	63.9	83.7		61.8
American Indian			***		59.4
Black	***	50.0	70.5		36.6
Hispanic	***	***	***		50.6
Multiracial	***	***	***		58.4
White	***	72.7	***		67.3
Free/Reduced Price Meals	73.3	64.3	83.7		46.6
Paid Meals	***	***			74.7
Special Education	***	***	***		20.2
General Education	72.7	69.7	90.6		68.2
Percent of 8th Graders in Algebra I	0	0	0		39.1
Pupil Enrollment to Certified Employee Ratio	15.5	18.1	14.5		13.7
Attendance Rate	95.3	96.2	95.9		95.8
American Indian	***	***	***		95.0
Asian	***	***	***		97.3
Black	94.7	96.2	96.1		94.8
Hispanic	95.9	96.6	96.1		95.6
Multiracial	96.5	96.3	96.0		95.3

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# Paramount School Of Excellence Inc

## 2016 Annual Performance Report

**Paramount School of Excellence, Indianapolis 5508**

Indicator	School Results				State
	'13-'14	'14-'15	'15-'16	'16-'17	Total
White	95.3	96.0	95.4		96.0
Kindergarten	92.5	94.1	92.5		95.5
Grade 1	92.7	94.5	94.7		96.2
Grade 2	93.1	94.4	94.4		96.5
Grade 3	93.3	94.1	93.4		96.7
Grade 4	99.9	100.0	100.0		96.8
Grade 5	94.3	93.8	93.7		96.7
Grade 6	100.0	100.0	99.2		96.5
Grade 7	100.0	100.0	99.9		96.2
Grade 8	100.0	100.0	98.7		95.8
Free/Reduced Price Meals	95.1	***	95.8		95.0
Paid Meals	96.5	***	97.0		96.6
Special Education	94.9	***	95.2		95.0
General Education	95.3	***	96.1		96.0
Number of Students with More Than 10 Unexcused Days Absent	30	13	43		76,150
American Indian	***	***	0		188
Asian	***	***	0		700
Black	19	7	23		23,324
Hispanic	6	2	6		11,697
Multiracial	1	1	2		4,753
White	4	3	12		35,434
Kindergarten	8	2	12		5,400
Grade 1	9	4	5		4,216
Grade 2	4	2	12		3,686
Grade 3	6	2	6		3,362
Grade 4	0	0	0		2,995
Grade 5	3	3	8		3,311
Grade 6	0	0	0		3,861

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# Paramount School Of Excellence Inc

## 2016 Annual Performance Report

**Paramount School of Excellence, Indianapolis 5508**

Indicator	School Results				State
	'13-'14	'14-'15	'15-'16	'16-'17	Total
Grade 7	0	0	0		4,735
Grade 8	0	0	0		5,844
Free/Reduced Price Meals	30	***	37		55,239
Paid Meals	0	***	5		17,340
Special Education	6	***	9		14,991
General Education	24	***	33		58,498
Number of Students absent greater than 10% of School Year	51	45	58		80423
American Indian	***	***	0		240
Asian	***	***	0		756
Black	23	17	24		14970
Hispanic	7	6	9		9972
Multiracial	1	5	5		4704
Native Hawaiian or Other Pacific Islander	0	0	0		55
White	20	17	20		49725
Kindergarten	0	0	17		5734
Grade 1	0	0	4		3784
Grade 2	0	0	9		3242
Grade 3	0	0	11		2888
Grade 5	0	0	14		3263
Grade 6	0	0	1		3980
Grade 8	0	0	2		6366
Free/Reduced Price Meals	50	42	52		53396
Paid Meals	1	3	4		24663
Special Education	11	10	15		17324
General Education	40	35	42		61400
Number of Students Suspended	167	184	156		88,260
American Indian	0	1	0		441

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\*\*\* Suppressed

# Paramount School Of Excellence Inc

## 2016 Annual Performance Report

Paramount School of Excellence, Indianapolis 5508

Indicator	School Results				State
	'13-'14	'14-'15	'15-'16	'16-'17	Total
Black	98	120	180		61,714
Hispanic	20	14	25		20,659
Multiracial	10	17	42		13,806
White	39	32	81		93,759
Kindergarten	16	20	25		1,990
Grade 1	28	21	22		2,347
Grade 2	21	13	18		2,881
Grade 3	22	25	21		3,350
Grade 4	17	27	19		3,606
Grade 5	17	23	20		5,162
Grade 6	13	23	13		7,534
Grade 7	15	18	13		10,136
Grade 8	18	14	5		11,309
Free/Reduced Price Meals	152	161	130		60,497
Paid Meals	15	23	20		23,917
Special Education	50	48	41		22,864
General Education	117	136	115		63,427
Number of Students Expelled	2	5	1		2,797
Black	1	2	1		594
White	1	3	0		1,708
Grade 3	1	0	0		10
Grade 5	0	2	0		41
Grade 6	1	0	0		103
Grade 7	0	1	1		271
Grade 8	0	2	0		375
Free/Reduced Price Meals	2	2	1		1,766
Paid Meals	0	3	0		888
Special Education	1	1	0		429

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# Paramount School Of Excellence Inc

## 2016 Annual Performance Report

**Paramount School of Excellence, Indianapolis 5508**

Indicator	School Results				State
	'13-'14	'14-'15	'15-'16	'16-'17	Total
General Education	1	4	1		2,357
Number of Students Expelled or Suspended involving Drugs, Weapons, or Alcohol	5	2	1		5,871
Black	3	2	0		1,200
Hispanic	1	0	0		668
White	1	0	1		3,573
Grade 1	0	0	1		78
Grade 2	0	1	0		131
Grade 4	1	0	0		197
Grade 5	1	1	0		214
Grade 6	3	0	0		298
Free/Reduced Price Meals	3	1	1		3,787
Paid Meals	2	1	0		1,929
Special Education	2	2	1		1,512
General Education	3	0	0		4,337
Number of Out of School Suspensions	302	381	328		104,576
American Indian	0	2	0		134
Black	174	255	92		20,445
Hispanic	42	35	11		5,757
Multiracial	15	29	18		3,939
White	71	60	35		27,372
Kindergarten	18	39	25		1,672
Grade 1	51	48	22		1,888
Grade 2	38	34	18		2,220
Grade 3	42	50	21		2,547
Grade 4	32	57	19		2,734
Grade 5	35	51	20		3,757
Grade 6	25	39	13		4,739
Grade 7	14	31	13		6,550

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\*\*\* Suppressed

# Paramount School Of Excellence Inc

## 2016 Annual Performance Report

Paramount School of Excellence, Indianapolis 5508

Indicator	School Results				State
	'13-'14	'14-'15	'15-'16	'16-'17	Total
Grade 8	47	32	5		7,447
Free/Reduced Price Meals	275	327	130		42,241
Paid Meals	27	54	20		14,334
Special Education	111	104	41		17,173
General Education	191	277	115		40,808
Number of In School Suspensions	67	0	0		87,224
Black	44	0	0		9,485
Hispanic	7	0	0		5,619
Multiracial	4	0	0		2,964
White	12	0	0		25,569
Kindergarten	6	0	0		583
Grade 1	15	0	0		768
Grade 2	11	0	0		1,031
Grade 3	8	0	0		1,229
Grade 4	5	0	0		1,357
Grade 5	4	0	0		2,289
Grade 6	2	0	0		4,222
Grade 7	11	0	0		5,819
Grade 8	5	0	0		6,348
Free/Reduced Price Meals	60	0	0		30,233
Paid Meals	6	0	0		13,108
Special Education	20	0	0		10,345
General Education	47	0	0		33,765

\* In 2014-15 Indiana transitioned to new, more rigorous college-and-career ready standards and a new statewide assessment to measure these standards. Therefore, results are not comparable to previous data.

\*\*\* Suppressed

## Appendix D Proof of Non-Profit Status

INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date:

AUG 01 2009

PARAMOUNT SCHOOL OF EXCELLENCE INC  
212 W 10TH ST STE A375  
INDIANAPOLIS, IN 46202

Employer Identification Number:

26-3890401

DLN:

17053191345009

Contact Person:

APRIL D GARRETT

ID# 31493

Contact Telephone Number:

(877) 829-5500

Accounting Period Ending:

June 30

Public Charity Status:

170(b)(1)(A)(ii)

Form 990 Required:

Yes

Effective Date of Exemption:

December 29, 2008

Contribution Deductibility:

Yes

Addendum Applies:

No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

## **Appendix E Enrollment Policy**

### *Student Recruitment Process (Attachment L)*

Paramount School of Excellence was founded in 2010 as a neighborhood school, serving the Brookside area of the near Eastside. As the school has grown, PSOE has developed a student recruitment strategy that includes:

- hiring a director of advancement to market the school to students and families,
- developing an environmental education program and allowing students to apply the skills they learn in class to real life, and
- hiring a marketing firm, Caldwell VanRiper, to provide additional marketing and information to prospective parents of the Innovation Network school.

PSOE I and PSOE II will utilize multiple strategies for recruitments of students. This includes traditional media, school web site, hosting community functions (Brookside Bash, TURN Festival, online publications, and social media).

As referenced in the student recruitment process, PSOE also works cooperatively with community partners like The Mind Trust, Community Health, and the Near Eastside Community Organization (NESCO) to effectively market the school.

### **Enrollment Process**

#### **Eligibility**

PSOE II is an Indiana Charter School, and any child who is qualified for admission to an Indiana public school is qualified for tuition-free admission. The school will not discriminate or restrict admissions based upon ability, race, ethnicity, national origin, disability, gender, income level, or English language proficiency.

#### **Enrollment Policy**

In compliance with Charter School law in Indiana, current students and their siblings will have enrollment priority. Once enrollment has been conducted for current students and their siblings, the school will hold open enrollment for any student interested in attending.

#### **Open Enrollment Plan**

PSOE II has initiated a systematic, methodical, and documented enrollment process to ensure the school is racially and socio-economically open. PSOE will accept applications from across the state, as required by Charter School Law. The Mayor's Office of Education Innovation (OEI) will ensure that admissions policies and procedures comply with Indiana Charter School Law and with any applicable court ordered desegregation plan.

PSOE II conducts new parent/student information sessions beginning in April of each academic year. Additionally, enrollment information is posted on the school's website. The existing

enrollment application from the original Paramount School of Excellence is available online at <http://www.paramountindy.org/enroll/>. This is the model registration form for PSOE II.

### **Procedures for Conducting the Lottery**

PSOE II will participate in Enroll Indy's OneMatch lottery system. This includes three application windows with which families can participate.

PSOE II has aligned with Enroll-Indy, the local unified enrollment system, and plans to continue this state approved universal enrollment process alongside Indianapolis Public Schools and the majority of Indianapolis-based charter schools. PSOE adheres to all enrollment law.

The Mayor's Office of Education Innovation (OEI) will ensure that admissions policies and procedures comply with Indiana Charter School Law and with any applicable state admission mandates.

PSOE II will conduct new parent/student information sessions beginning in April of each academic year. Additionally, enrollment information is posted on the school's website. The existing enrollment link to Enroll Indy from PSOE I is available online at <http://www.paramountindy.org/enroll/>. This is the model registration process for PSOE II.

## **Appendix G Discipline Policy**

The following content is an overview of the procedural due process for student behavior at PSOE. Processes and procedures are aligned with the Family Handbook in accordance with State Code.

### *Teacher Facilitated Behavior Interventions*

Within the classroom each teacher is responsible for the management of student behavior and maintaining a positive academic climate through use of an assertive discipline approach. All staff receives materials related to our normed behaviors and training on this in conjunction with maintaining a positive learning environment. When a child disrupts the learning the behavior must be addressed. Classroom teachers are responsible for correcting interruptions to the learning environment to maintain the academic climate through adherence to our normed behaviors. When a child's behavior is repeated and classroom interventions and strategies are not working a referral to administration is the next step in our discipline process.

Within any organization immediate clauses for excessive behavior are necessary. The following behaviors warrant immediate referral to the administration:

- Inappropriate sexual behavior/harassment
- Intimidation of another student
- Behavior that is of a violent nature
- Behaviors that jeopardize the safety of themselves or others
- Behavior that references and/or involves a weapon
- Repeated use of profanity
- Destruction of school property

When a child's behavior disrupts the learning environment within the classroom and falls within the guidelines of those behaviors resolved at the classroom level, the following procedures are followed:

Level I referral: Completed record of behavior using a single-copy classroom consequence referral for documenting behavior. Level I referrals require multiple interventions to be documented and a parent phone call.

### *Administrator Facilitated Behavioral Intervention*

When behavior warrants referral to administration after repeated intervention by teacher, and/or is necessitated by nature under the PSOE immediate clause, students are referred to an administrator and/or administrative designee for Recovery or Level II.

### *Recovery*

As an alternative to suspension, the PSOE Recovery program seeks first to unpack student stress and then provide small group tutoring from a licensed educator for the remainder of the day with



work equal to (or parallel to) the classroom environment.

### *Level II*

A Level II Behavior referral is an out of school suspension that is received in triplicate on a school approved form. The administrator overseeing the incident must sign all referrals. All Level II referrals require same-day parent notification. In issues that arise at the end of an academic day, or afterschool, parent notification may not be feasible and may be made the following morning.

#### Investigations stemming from Level II Behaviors

##### Interview of witness:

- Students must be interviewed individually. When incident could require reporting to law enforcement or other agency, all witnesses should be sequestered and interviewed separately.
- When able, students should write their own statement. The document should be dated and signed by the student.
- Complete interview by clarifying with the child any unclear sentences on a separate page that is signed and dated by the interviewer.
- Written statements and administrative notes are attached to the discipline file.

##### Due process:

- After all witnesses have been interviewed; talk with student(s) charged in incident.
- Ask child (or children) involved in incident to provide names of witnesses.
- Review PSOE expectations that are relevant in incident.
- Ask child what expectations/school rules were violated.

##### Consequences:

- Review child's discipline folder for previous referrals, interventions and consequences.
- Check to see if child has an IEP, and if so, number of incidents in Least Restrictive Environment placement
- Follow discipline process and assign consequences accordingly. (If behavior is of severe nature, progression of days missed may be overridden with appropriate consequences)

*Note: Because student behavior is subjective and treated case by case at PSOE, certain behaviors may be excluded from any progressive disciplinary procedures.*

A licensed administrator or administrative designee (in accordance with Indiana Code) will assign all school suspensions. A copy of the school's Level I Form, Level II Form, and Due Process Policy can be found in the appendices to this application.

To sustain the academic achievement that has been achieved at Paramount, a continuous and structured system of checks and balances has been established. Teachers and administrators meet on a weekly basis to discuss the successes and struggles that maybe occurring within each grade level. As a team, administrators and educators create frameworks that are implemented on a daily basis. This creates an atmosphere of constant communication and consistency. Teachers can share with administration how they are progressing through the calendar and curriculum maps and document changes that may need to be made for the following school year.

In this process, academic success remains the focus. Professional development opportunities are offered within the educational setting that allow educators to use the resources and tools provided to make the most education gain. Teachers are given opportunities within PSOE to share their individual strengths to build on each other's strengths rather than bringing in others. This allows educators to use what they know.